DOCUMENT RESUME

ED 111 474 JC 750 496

AUTHOR	Nelson, Hilding E.
TITLE	Public Service Occupation Workshops for Core Curriculum: Instructional Associate, Governmental Management. EPDA Workshops, June 1975. Final Report.
INSTITUTION	California Community Colleges, Sacramento. Office of the Chancellor.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jun 75
NOTE	129p.
EDRS PRICE	MF-$0.76 HC-$6.97 Plus Postage
DESCRIPTORS	*Curriculum Development; Curriculum Planning; Government (Administrative Body); *Government Employees; *Junior Colleges; Program Content; *Public Service Occupations; *Teacher Aides; Vocational Education; Workshops

ABSTRACT

The diversity and multitude of new public service occupations has encouraged the development of new occupational curricula in community colleges. One such effort involved the development and distribution of two comprehensive curriculum guides for governmental management and instructional associate programs by the California Community Colleges Chancellor's Office. In order to communicate this curriculum information to community colleges, delineate the scope of the public service occupations designation, and encourage the implementation of such programs, seven workshops were held in northern and southern California in 1974 and 1975. This document describes workshop outcomes by theme: (1) Instructional Aide/Associate Workshops; (2) Governmental Management Workshops; (3) Public Service Occupations Workshops. Each of the workshops followed a similar procedure: first, programmatic need was established; then, after identifying necessary program content, guidelines were given for program implementation. Analysis of evaluation questionnaires administered to participants reveals that although the workshops were successful in defining the scope of and need for public service occupations programs, workshops did not result in the conception of a need for the evolution of a distinct department or section to house all public service occupations courses or curricula. (NHM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED111474

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PUBLIC SERVICE OCCUPATION WORKSHOPS FOR CORE CURRICULUMS: INSTRUCTIONAL ASSOCIATE, GOVERNMENTAL MANAGEMENT

PSO

FINAL REPORT - EPDA WORKSHOPS - JUNE 1975

PROJECT NO. 33–67132–1505–4–113

PREPARED FOR THE CHANCELLOR'S OFFICE, CALIFORNIA COMMUNITY COLLEGES

By Hilding E. Nelson, Special Projects Coordinator

Mt. San Jacinto College, 21400 Highway 79, San Jacinto, California 92383

JC 750 496

FINAL REPORT
Project: 33-67132-1505-4-113

PUBLIC SERVICE OCCUPATION WORKSHOPS FOR CORE CURRICULUM: INSTRUCTIONAL ASSOCIATE, GOVERNMENTAL MANAGEMENT

Hilding E. Nelson
MT. SAN JACINTO COLLEGE
21400 Highway 79
San Jacinto, CA 92383

June 1975

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Funded through

THE CHANCELLOR'S OFFICE
OF THE CALIFORNIA COMMUNITY COLLEGES

ACKNOWLEDGEMENTS

This project was initiated by Mrs. Mary E. DeNure, Specialist in Public Service Occupations at the Chancellor's Office of the California Community Colleges. Without her constant guidance and continuous able assistance it could not have reached fruition. Continuous and active guidance has also been provided by Dr. Milo P. Johnson, Superintendent-President of Mt. San Jacinto College.

Special thanks to the multitude of planning committee members and consultants who provided many hours of their time and many specialized capabilities to facilitate the activities of the workshops and generate the information imparted through those activities. While all of these individuals have been identified within this report, extra special recognition needs to be given to the primary workshop leaders: Dr. Al Grafsky, Mt. San Jacinto College; Gordon Shields, Grossmont College; Ralph Todd, American River College; Roger Boedecker, Moorpark College; Griffin McKay, Ventura College; and Win Silva, California Community Colleges.

Finally, recognition must be granted to the several suffering secretarial specialists who really are the key personnel behind any special project activity: Mrs. Wanda Abraham who shouldered the initiation workload; Mrs. Trina Mattingly who took control during the long-run, and with Mrs. Claudia Sawyer has brought us to this terminal point.

Hilding E. Nelson
Project Director

CONTENTS

	Page
Introduction	1
Review of Activities	2
Project Design	2
Participant Recruitment	3
Pre-workshop Staff Training	3
Workshop Activities	4
Participant Characteristics	4
Project Objectives	6
General Objectives	6
Initial Specific Objectives	6
Alternative Specific Objectives	6
Outcomes	7
Instructional Associate Workshops including participants & consultants	8
Governmental Management Workshops including participants & consultants	24
Supplemental Information on Public Service Occupational Training	47
Public Service Occupation Workshops including participants & consultants	55
Workshop Evaluation	72
by participant	72
by presenters	91
by the Community College project consultant	92
Variations in Anticipated and Actual Outcomes	99
APPENDIX AA: Recruitment Material	106
APPENDIX BB: Workshop Agendas	113

TABLES

		Page
TABLE 1:	Participant Summary Form	5
TABLE 2:	Review and Comments — 1st Day	73
TABLE 3:	Review and Comments — 2nd Day	75
TABLE 4:	Review and Comments — Total Workshop ...	78
TABLE 5:	Evaluation Governmental Management Workshop	80
TABLE 6:	Evaluation Instructional Associate Workshop	84
TABLE 7:	Participant Evaluation Questionnaire PSO Workshop	89
TABLE 8:	Anticipated vs. Actual Participation	99
TABLE 9a:	Community College Administration Questionnaire	100
TABLE 9b:	Instructional Associate Questionnaire ...	101
TABLE 9c:	Governmental Management Interview Summary	103
TABLE 9d:	Instructional Associate Interview Summary	104

INTRODUCTION

The number of public service occupations continues to multiply. The diversity of these occupations, and in many cases their evolutionary spontaneity, has found many diverse academic disciplines suddenly mothering occupational courses. And like most new mothers, not entirely sure how to handle a burgeoning number of special needs and problems reltated to the idiocyncracies of growth — and the preparation of individuals for specific occupational positions.

Recognizing this Topsy-like evolution, the Public Service Occupation Specialist in the California Community College Chancellor's Office is attempting to create a union of the many diverse public service occupations into a limited number of recognizable, managable occupational structures. One effort along this line involved the development and distribution of two comprehensive curriculum guides: *Governmental Management: A Suggested Associate Degree Curriculum*, and *Instructional Associate: A Suggested Associate Degree Curriculum*. The need to communicate this information to California Community colleges, and to encourage implementation of such programs or courses wherever practicable; and the need to generate a general understanding of the scope implicit in the public service occupations designation, provided the direct rationale and impetus for the workshops described in this report.

The workshops, held in 1974 and 1975 in Northern and Southern California, included 3 with specialized emphasis upon Governmental Management and upon Instructional Associate Curriculums. Four other workshop sessions dealt with Public Service Occupations.

The subsequent material describes the objectives, procedures and outcomes of the various workshops. The outcomes have been described in four included reports: *Instructional Associate Programs, Governmental Management Programs, Governmental Management Programs/Public Administration Programs in California*, and *Public Service Programs* — and in the included project evaluations. These special reports also identify the participants and consultants involved in the workshops.

REVIEW OF ACTIVITIES

PROJECT DESIGN

The following persons were directly involved in planning the content, procedures, times and locales for the workshops provided under this EPDA grant.

INITIAL INSTRUCTIONAL ASSOCIATE/GOVERNMENTAL MANAGEMENT WORKSHOPS

Dr. Hilding E. Nelson (EPDA Project Director), Special Projects Coordinator at Mt. San Jacinto College.

Mrs. Mary E. DeNure, Specialist, Public Service Occupations, Chancellor's Office, California Community Colleges.

Dr. Milo P. Johnson, President/Superintendent, Mt. San Jacinto College.

Mr. H. John Cashin, Professor, Political Science, El Camino College.

Mr. Gordon A. Shields, Coordinator-Instructor, INSA Programs, Grossmont College.

Dr. Mildred Hight, Dean, Student Personnel Services, Mt. San Jacinto College.

Mr. Charles Rohr, Business Instructor/Instructional Specialist, Mt. San Jacinto College.

Dr. Alfred J. Grafsky, Assistant Superintendent-Business, Mt. San Jacinto College.

Mr. Benton Caldwell, Dean, Vocational Education, Mt. San Jacinto College.

REVISION OF INITIAL IA/GM WORKSHOPS:

Planning utilized the same personnel as listed above except Mr. Ralph Todd, Coordinator, Management Education Programs, American River College replaced Mr. H. John Cashin of El Camino.

PUBLIC SERVICE OCCUPATION (PSO) WORKSHOPS

Mr. Roger Boedecker (cooperating-consultant leader for the PSO Workshops), Chairman, Social Science Division, Moorpark College.

Mr. Griffin R. McKay (cooperating-consultant assistant), Chairman Public Services Division, Ventura College.

Mrs. Mary E. DeNure, Specialist, Public Service Occupations, Chancellor's Office, California Community Colleges.

Mr. J. W. Silva, Specialist, Criminal Justice Education and Training, Chancellor's Office, California Community Colleges.

Dr. William H. Lawson, Assistant Superintendent, Instructional Services, Ventura County Community College District.

Mr. Charles Dahl, Associate Dean, Career Education, Ventura College.

Mr. Lawrence G. Lloyd, Associate Dean, Vocational Education, Moorpark College.

Dr. Hilding E. Nelson, Special Projects Coordinator, Mt. San Jacinto College.

PARTICIPANT RECRUITMENT

INITIAL & REVISED IA/GM WORKSHOPS

A memo was mailed to Deans of Vocational Education through the office of Dr. Leland P. Baldwin, Assistant Chancellor, Occupational Education, California Community Colleges informing them of the forthcoming workshops.*

A personal letter describing the workshops was mailed by the President of Mt. San Jacinto College to the chief administrators of each California Community College.*

More than 400 brochures, containing workshop information and application blanks were mailed to Deans of Vocational/Occupational Education, Deans of Instruction, Deans of Continuing Education and the chief administrator in each California Community College preceding each series of workshops.*

When initial responses were inadequate, phone calls were made to selected deans and individuals to encourage participation.

Prior to revising the initial workshops format, a personal interview survey of 18 community colleges was made to determine the feasibility of holding any further IA/GM Workshops.

(*recruitment materials shown in APPENDIX AA)

P.S.O. WORKSHOPS

The planning committee identified 9 community colleges in Southern California and 6 in Northern California as institutions likely to be concerned with the objectives identified in the project. One vocational/occupational dean or instructional-curriculum dean was personally invited by the coordinating-consultants and/or the Community College Specialist in Public Service Occupations to attend a planning workshop in his geographical area. At the planning workshops, the participants were asked to return to the operational workshops and bring other curriculum implementers with them.

PRE-WORKSHOP STAFF TRAINING

INITIAL IA/GM WORKSHOPS

No formal training sessions were required but consultants worked together correlating their presentations and planning ways to assist each other in operating the workshops. Each consultant was a specialist in a sector included in the workshop.

REVISED IA/GM WORKSHOPS

Each consultant was selected on the basis of a specialty and provided guidelines by the project director as to format and timing. Each consultant was initially "briefed" by the specialist on Public Service Occupations from the California Community Colleges. Their activities were coordinated on-site by the project director.

P.S.O. WORKSHOPS

The cooperating-consultants developed and monitored the content and procedures to be utilized at the planning-workshops, then identified and worked with the consultant-facilitator in operating the final 2 P.S.O. Workshops.

WORKSHOP ACTIVITIES

INITIAL IA/GM SERIES

Insufficient respondents made it necessary to cancel the sessions originally scheduled for May 1-4 and May 15-17. Subsequent to a phone-recruitment campaign the workshops were held simultaneously in San Francisco on May 29-30 with participants grouped into special-interest groups.

REVISED IA/GM SERIES

A revised Governmental Management Workshop was held in Sacramento, (October 17-19) using a team of specialist-consultants relevant to the new workshop objectives.

A revised Instructional Associate Workshop was held in El Segundo (October 31, November 1-2) using specialist-consultants to fulfill workshop objectives.

P.S.O. WORKSHOPS

One-day Public Service Occupations Planning Workshops were held in Sherman Oaks (March 5) and San Francisco (March 7) and were subsequently followed by one-day workshops in El Segundo (April 16) and San Francisco (April 18).

Altogether, the workshop encompassed 11½ days as contrasted to the 12 days originally scheduled (3 sessions @ 2½ days + 4 @ 1 day) and 1,158 participant-hours.

PARTICIPANT CHARACTERISTICS

A summary of participant characteristics has been provided on the Summary Form (see Table 1, page 5). In essence, the 100 participants included: 70 males, 30 females; 2 Blacks, 6 Chicanos, 1 Oriental and 91 others; 35 instructors (many with some teaching duties); 2 counselors, 29 administrators, and 1 associate from a senior college.

Table 1

PARTICIPANT SUMMARY FORM

1) Title of Project Public Service Occupation Workshops for Core Curricula: Instructional Associate, Governmental Management

2) Name and Address of District, College, or School Mt. San Jacinto College, 21400 Highway 79, San Jacinto, CA 92383

3) Name of Project Director and Title Hilding E. Nelson, Special Projects Coordinator, Mt. San Jacinto College

4) Project Number 33-67132-1505-4-113

5) Total Number of Participants (Unduplicated count) 100

6) Total Participant Hours (Total number of hours of conducted training actually attended and totaled for all participants) 1,158 (62 x 2.5 da. x 6 hrs.) = 930 + (38 x 1 da. x 6 hrs.) = 228

Please Classify the Total Number of Participants by the Following Types:

7)

PARTICIPANTS	American Indian		Black		Chicano		Oriental		White & All Others		TOTALS
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Teacher					2				16	17	35
Supervisor			1	1	2	1		1	19	8	33
Paraprofessional											
Counselor					1				1		2
Administrator									28	1	29
Media Specialist											
County Staff											
State Staff											
Other (Specify)										1	1
TOTALS			1	1	5	1		1	64	27	100

8) LEVEL

Junior High _____ ROP/C _____ Community College 100

High School _____ Adult _____ Other (Specify) _____

9) COMMUNITY

Urban 38 Suburban 39 Rural 23

PROJECT OBJECTIVES

GENERAL OBJECTIVE

The overall purpose of the project has been to promote the effective utilization and implementation of Public Service Occupations, Instructional Associate and Governmental Management curriculum guides and information by involvement of community college faculty, counselors, and administrators in specialized workshop activities.

INITIAL SPECIFIC OBJECTIVES

The specific objectives stated for the project participants to accomplish the general objective were:

1. To diagram curriculum structure most relevant to students and instructional capabilities of your institution.
2. To write measurable and currently unmeasurable objectives as models for further development to facilitate implementation of IA or GM courses/content into your school.
3. To prepare instructional materials based on or related to the measurable objectives in objective #2.
4. Establish operational plans for implementing IA/GM courses or programs in your schools.

Essentially, these objectives break-down into answering the fundamental questions: "Why have a course or program?" "What to include or implement?" and "How to implement courses or programs?"

ALTERNATIVE SPECIFIC OBJECTIVES

The revised IA/GM Workshops substantively supported the initial project objectives but were structured to provide more information transmission and less participant shared-experiences than the initial workshop format.

The P.S.O. Workshops were designed to initiate a structural framework, or frameworks, which could facilitate identification, categorization and implementation of all current and evolving Public Service Occupations with optimum effectiveness by:

1. Arriving at a tenable definition of Public Service Occupations that was utilitarian and generally acceptable to educators.
2. Design and/or create a P.S.O. implementation consortium(s).
3. Construct at least 4 P.S.O. organizational models to assist evolving or reorganizing districts or schools.
4. Develop strategies for implementing P.S.O. organizational models.
5. Develop a project for implementing and evaluating the P.S.O. models.
6. Define resources which promote implementation of P.S.O. models and programs.

(It should be noted that the six objectives listed above are actually intended to extend beyond this project for eventual fulfillment -- through a project proposed by the cooperating-consultant's institutions. The current project would fulfill as many objectives as time allowed; in particular, the first three.)

OUTCOMES

Most of the outcomes from this project are described in the subsequent reports prepared by consultants assigned leadership functions in the workshops. These reports include:

Instructional Associate Programs by Gordon Shields of Grossmont College;

Governmental Management Programs by Ralph Todd of American River College;

Governmental Management Programs/Public Administration Programs in California by H. John Cashin of El Camino College; and

Public Service Programs by Roger Boedecker of Moorpark College and Griffin McKay of Ventura College.

Individual reports were mailed to participants at the particular topical workshops and to each community college in California.

A REPORT ON INSTRUCTIONAL ASSOCIATE PROGRAMS, PRACTICES AND NEEDS IN CALIFORNIA COMMUNITY COLLEGES

Prepared and distributed to EPDA, Instructional Associate Workshop participants subsequent to workshops held in San Francisco (May 29-30, 1974) and El Segundo (October 31-November 2, 1974).

EPDA PROJECT: 33-67132-1505-4-113

The activity which is the subject of this report was supported in whole or in part by the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

MAY 1975

Prepared by Gordon Shields, Instructor-Coordinator, INSA Program, Grossmont College

Edited by Mary E. DeNure, Specialist, Public Service Occupations, California Community Colleges

Published by Hilding E. Nelson (Project Director) Coordinator, Special Projects, Mt. San Jacinto College

CONTENTS

	Page
Participant Expectations	10
Purpose of the Workshop	11
Activity Format	11
Need for an Instructional Associate Program	12
Guidelines for Implementing an Instructional Associate Program	13
Meeting Future Needs	16
Summary	17
APPENDIX A: Resource Materials	18
APPENDIX B: Suggested Form to Local Schools on Needs	19
APPENDIX C: Workshop Consultants	20
APPENDIX D: Workshop Participants	21

PARTICIPANT EXPECTATIONS

(El Segundo, Oct. 17-19, 1974)

1. Increase curriculum uniformity.
2. Identify resource materials for instructional associates/aides.
3. Define articulation procedures
4. Define needed revisions in the I.A.
5. To identify programs already in operation in other institutions.
6. Develop good line of communication between teachers in I.A. programs.
7. Obtain information on course development for instructional associates/aides.
8. Obtain information on articulation with State Universities and Colleges.
9. Suggestions for publicizing new programs and personal experiences in promoting instructional associate/aide programs that might be utilized or adapted.
10. Better understanding of concepts in the I.A. curriculum.
11. Ideas on how to make individual programs grow and bring the people into the campus.
12. Better understand and become more familiar with programs in the State and with curriculum available for students in the field of I.A.
13. Exposure to some new material.
14. Information, strategies and successes experienced by people with established instructional associate/aide programs.
15. Trends in articulation of instructional associate/aide training with university programs.
16. Regarding coordinators discussed in the slides: Can coordinators be hired with strong backgrounds in Federal projects — Migrant & Title I as well as SB 90 and E.C.E. . . ?
17. Can credit be received by exam. for courses in theory and practice of instructional associate/aide coordinators?
18. Do we have the cooperation of State Colleges? What is the probability of <u>all</u> courses being transferable?
19. How to get teachers to accept aides?
20. Is there a need for core curricula in human services?
21. Is there, or should there be a professional organization of those involved in order to write or communicate ideas?
22. Is there a central directory of California Community Colleges where Instructional Associate programs are offered?
23. What textbooks are used in various I.A. training programs?

PURPOSE OF THE WORKSHOPS

Programs concerned with the preparation of trained Instructional Aides/Associates by California Community Colleges have greatly increased during the past several years. Persons involved in these programs felt a need to meet together with resource people from the Chancellor's Office, the State Department of Education and designated others who had successfully developed and implemented training programs. To accomplish this, two workshops were held during the year 1974, one in San Francisco, and one in Los Angeles.

Letters of invitation were sent to each Community College specifically aimed at those persons interested in or entrusted with the development and promotion of the public service occupation, Instructional Aide/Associate. This included individuals who taught courses, those who supervised or administered instruction or instructors and were in a position to initiate or implement courses to develop curriculum, those who guided and counseled students in the identification of career programs, and those responsible for supervising students in the work experience aspects of instructional aide/associate training. The stated purposes of the workshops were to have participants:

1. determine if there was a need for an I.A. curriculum; and if so how to best implement it.
2. discuss how to recruit and motivate students for such programs.
3. discuss how to best identify and specify program and course competencies.
4. review perspectives from model curriculums in light of utilizing existing courses or developing new courses.
5. investigate techniques to use in implementing programs in a college.
6. develop a list of persons, materials, and publications as future resources and references.

The intent was to collect all the ideas, plans and materials generated by the workshop, review them, publish them, and distribute the results both to participants and to all Community Colleges in the state.

ACTIVITY FORMAT

A primary consideration was to find out the expectations of those attending the workshop, then develop a format to successfully meet them. This was accomplished through an informal sharing session held prior to the workshop.

Both the participants and the resource people participated. Results of this session were:

1. participants definitely wanted the workshop to cover the areas outlined in its stated purposes.
2. an exchange of ideas among all participants on a personal basis was strongly desired.
3. resource people were expected to deal in concrete terms, presenting information pertinent to needs and expectations.

Based on these ideas, participants met as a group to hear the resource person's presentation of a topic. This was followed by an open question, discussion and sharing period. When participants evaluated the workshop, everyone felt the format was conducive to getting questions answered, and all but one felt personally involved in most activities.

NEED FOR AN INSTRUCTIONAL AIDE/ASSOCIATE PROGRAM

Justification for an educational program for instructional aides should be based primarily on local findings. However, a quick review of figures regarding present employment of aides plus future job opportunities indicates:

1. at the national level, a National Education Association questionnaire sent to all school systems with enrollments of 12,000 or more and a stratified sampling of 300 or more showed an estimated 236,000 aides used by 3 out of every 10 teachers. (See APPENDIX A - Resource Materials)
2. at the state level, the California Agency for Research in Education listed 618 out of 1,117 school districts using aides, as did 734 out of 738 individual schools.

Projections on a national level indicate there will be 1,142,000 non-teacher instructional staff in public schools by 1977. Unfortunately, no such figures are available for California.

Local guidelines for determining need should include a feasibility study using questionnaires and personal interviews with:

1. personnel directors in local school districts to find out their attitude toward using paid instructional aides/associates; how and where aides would come from; the job descriptions and the job classifications of aides/associates.
2. classroom teachers, principals and employed aides to test their attitudes on the values of aides/associates trained through a program of post-secondary education.

3. secondary school counselors to see if there is interest by students in this field as a career.

GUIDELINES FOR IMPLEMENTING AN INSTRUCTIONAL AIDE/ASSOCIATE PROGRAM

Once the decision has been reached to develop a program, certain recommended procedures should follow. It is important to consider, immediately, the type of curriculum to be developed and the kind of instructor needed to teach the courses. Recommendations for curriculum are:

1. that it be placed in the occupational education area, preferably under the Dean of that division.
2. that emphasis be placed on developing a career lattice program.
3. that courses be completely new. This allows flexibility in meeting local needs, allows easier revision of courses, and does not fragment course offerings among many different departments.
4. that emphasis be on courses for aides/associates who will be working at the elementary school level -- 90% of all aides/associates are employed.
5. that courses include child growth and development, creative arts, language arts, mathematics, social and physical sciences, clerical skills, instructional media techniques.
6. that field work experience be included as an integral part of the course work. This is the best way to give students practical on-the-job experience, provide real teacher-aide contacts, and make local school districts and aides already employed aware of the program.

Other suggestions for incresing the effectiveness of a program were to:

1. give status to the program by developing an Instructional Associate major that could lead either to a certificate or an Associate degree.
2. appoint a coordinator to oversee the entire program and keep lines of communication open with the Dean's office, the instructional staff, and local school districts.
3. encourage the use of seminar type classes to allow students to share field work experiences with their peers and instructors.

A competent instructional staff was felt to be of primary importance to the success of any program. In seeking out the best people, it was recommended that those chosen must:

1. have had classroom experince with children and know the type of course content needed by aides.

2. be particularly well versed in "human awareness" and be able to work with the wide variety of persons used as aides/associates in schools.

3. be sought among school teachers with experience in dealing with aides/associates -- rather than traditional college staff.

Once it is decided to establish a program, an Advisory Committee should be established. This is required by law but there is wide latitude as to its membership and functions. Recommendations are that:

1. it be set up before curriculum has been determined.

2. it consist of people able to provide information and suggestions representative of local feelings, viewpoints, and influential enough to affect attitudes toward the program (i.e., personnel director, employed instructional aide, teacher who uses aides, student enrolled in program, four year college education department member).

3. it be used to constantly review and evaluate curriculum, provide data on job needs and job opportunities, suggest ways to recruit students into the program.

Additional suggestions for other uses of an Advisory Committee are:

1. as a public relations group to help make the community aware of the value of trained instructional aides/associates to children in the classroom.

2. as a feed back to the college on programs being started in local schools that require the use of aides.

Recruiting students into a program is basic to its success. These recommendations were made for finding the best sources of prospects:

1. seek out those already employed by school districts as aides, find out their needs, and indicate that courses will be based on these needs.

2. be especially aware of the opportunity to include members of minority groups, particularly those in specially funded school programs.

3. make high school students realize this is one of the fastest growing careers in the U. S. today, as opposed to the credentialed teacher job opportunities.

4. encourage parent volunteers to better prepare themselves for classroom work, as well as considering it as a paid career.

Two other suggestions endorsed by participants were:

1. to offer an exploratory course for students not sure whether they wish to become a credentialed teacher or an aide. Through such a course, the advantages and disadvantages of each career could be examined.

2. to develop a pretest and skills questionnaire based on the needed competencies and skills of an instructional aide -- which can serve as a screening device.

Evaluation should be a continuing process by the instructional staff and by all other persons in any way involved in the program. Recommendations in this area were:

1. to develop and send a questionnaire to former students regarding job placement, value of the program in getting and holding a job, and ideas for curriculum changes and possible new courses.
2. to poll students enrolled in courses each semester to find out if their expectations were met.
3. to send a questionnaire periodically to each school is the district to find out if there is a need, interest or desire for additional aide/associate instruction (see APPENDIX C) and to follow up with personal interviews with administrators and teachers involved in the use of instructional aides/associates.

Articulation with four year colleges and universities has become increasingly difficult under new credentialing requirements in the Ryan Act. In this area it was recommended:

1. that emphasis in an instructional aide/associate curriculum be on those competencies needed for success in this field, and that it should be a terminal rather than a transfer program.
2. that students should be encouraged to complete the core curriculum and get an Associate Degree rather than plan to go into upper division work.
3. that efforts be made to have courses in the program designated as "baccalaureate applicable" so students transferring to the California State Colleges or Universities could use them as elective credits.

Innovative ideas were presented by participants from colleges where programs had been offered for several years. Some ideas had been tried on an exploratory basis while others had been incorporated into regular programs. The ideas were to:

1. set up a laboratory training school for aides on the college campus.
2. have a resource room on campus where students as well as those employed as aides could find materials, periodicals, books, games, audio-visual materials for use in the classroom.
3. develop a local Handbook For Aides/Associates, for their use, and for distribution to the local school districts.
4. offer a workshop-type refresher course for Instructional Associates who had previously completed the program and hold it at local schools rather than the community college campus.
5. offer a joint workshop for teachers and aides/associates on how to most effectively use education paraprofessionals.

MEETING FUTURE NEEDS

Instructional Aide/Associate education programs now existing in community colleges are adequate to meet present needs. However, new and aggressive actions will be needed in the future to provide services to those aides who will be involved in special types of programs. There should be an awareness that the following areas will demand increasing attention in order to alleviate potential problems:

1. courses and curriculum designed to train aides in bi-lingual and bi-cultural competencies. Recent state legislation provides a stipend for bi-lingual aides planning to go on for a teaching credential. There is a problem in articulation with four year colleges.
2. the requirement under Compensatory and Early Childhood Education laws that require the employment of aides. School districts will look to Community Colleges to provide both pre-service and in-service programs for aides/associates.
3. classes for exceptional children are requiring a ratio of teachers and aides for a certain number of children. This may demand developing new courses or a completely new curriculum to adequately train this type of aide.
4. aides with the ability to speak Spanish fluently and the mobility to work in the fields with children of migrant workers should be actively recruited. Job funding is available for such aides and there will be a continuing need for them.

There are also new paths that must be traveled in the near future. While a few tentative steps have been made by some colleges, exploration in the following fields is a necessity:

1. the development of programs for training aides/associates for use at the secondary school level. This will mean a new approach to course content and curriculum requirements since emphasis will be on individual subject competencies with specialties in laboratory experiences.
2. training to provide school counselors with aides able to relay information to students regarding courses and programs at the college of their choice and career guidance, as well as keeping student records.
3. closer involvement with local school districts to improve the status of instructional aides/associates. This involves helping districts write job descriptions, set up salary schedules based on college units completed, write a handbook for aides/associates and encourage aide participation in employee organizations.

SUMMARY

Evaluation of the workshop by participants elicited positive comments on its values. Statements were made indicating:

1. personal communication with each person provided learning details not often present in formal presentations.
2. written and documented information was more appreciated than just verbal showing.
3. meeting other personnel involved in programs, exchanging ideas and discussing common problems was valuable and stimulating.
4. face to face meeting and discussions with resource people from the Chancellor's office and State Department of Education was rewarding and provided a list of personal contacts for use when problems arose or advice was needed.

There were some problem areas that will require continuing efforts to resolve. Examples to consider include:

1. the impact of the Ryan Act on students who start out in the aide program and then decide to continue for a credential. Those students deciding on an elementary credential will have to major in Liberal Studies. It will be very difficult to articulate instructional aide courses into the lower division preparatory course work of this major.
2. the attitude of professional teacher organizations. The California Teachers Association has several times issued position statements opposing the use of aides. They are concerned that aides will be trained like teachers, assume the responsibilities of teachers, and take the place of teachers.
3. ways of getting information about instructional aide/associate programs to those involved. There was the feeling that valuable data from the Chancellor's Office often never reached those most closely related to the programs. The idea was presented to organize a statewide association for instructors, coordinators and any others closely involved in order to continue exchange of information, know the people in charge at each college and to provide concerted power to better represent the whole area dealing with instructional aides at the local, state, and national level.

Finally, participants agreed that improving programs was still basically a local responsibility. To that end, there was a concensus that each college consider holding its own workshop and inviting instructors, aides, teachers, administrators, to participate. Funding could be by registration fee or as a project of the County Department of Education. The Chancellor's Office agreed to publicize them and publish the results of any such workshop activities.

APPENDIX A - Resource Materials

"Teacher Aides A suggested Two-Year Post High School Curriculum." Project director Dr. Alan Gartner, New Human Services Institute, Queens College, City University of New York. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402. Stock Number 1780-01366

"Paraprofessionals in California School Districts and Schools 1971-1972" #7 August 1972. Published by California Agency for Research in Education, P. O. Box 4346, Burlingame, California 94010. Copyright 1972 by California Teachers Association

"Helping Teachers With Teacher Aides." National Education Association Research Bulletin, May 1972. Available NEA, 1201 16th St. Northwest, Washington, D.C. 20036

"Instructional Associate: A Suggested Associate Degree Curriculum." Project director Gordon A. Shields. Availabel through Chancellor's Office, California Community Colleges, Sacramento, California, Attention Mary DeNure, or through Gordon Shields, Grossmont College, El Cajon, Calif. 92020. A taped slide show of this project is also available.

"Handbook for Instructional Associates." Written by Ruth Clothier. Coordinator of Child Development, Palomar College, San Marcos, Calif. 92069.

"Guide for Paraprofessionals and Their Teachers." Redeveloped by Susan M. Johnson, Corcoran Unified School District, 1520 Patterson Ave., Corcoran, Calif. 93212.

"Position Statement on the Use of Instructional Aides in the Public Schools." Published by Teacher Education Committee, Calif. Teachers Assn., 1705 Miachison Drive, Burlingame, Calif. 94010.

"Occupational Programs in Calif. Public Community Colleges 1973-74." Published by Chancellor's Office, Calif. Community Colleges, Sacramento, Calif. Lists under "Service Occupations," pages 36-37, all community colleges offering programs in Counseling Technician, Instructional Aide, Library Technician, Nursery School Assistant, and Special Education Aide.

APPENDIX B

Suggested Form to Local Schools on Instructional Aide Needs

A. PLEASE RANK those items in which your school might have: need, interest, or desire for additional Aide Instruction.

_____ 1. clerical tasks
_____ 2. housekeeping tasks
_____ 3. technical tasks
_____ 4. monetorial tasks
_____ 5. direct instructional support tasks
_____ 6. community oriented tasks

B. Check if you would use one or more of the following:

_____ 1. Gifted Aide
_____ 2. Programmed Instruction Aide
_____ 3. Special Supportive Staff Aide
_____ 4. Library Aide
_____ 5. Media Aide
_____ 6. Remedial Reading Aide
_____ 7. Recreational Aide
_____ 8. Bilingual Aide
_____ 9. Team-teaching Aide
_____10. Summer Program Aide
_____11. Learning Disability Aide
_____12. Speech Therapist Aide
_____13. Reading Consultant Aide
_____14. Perceptually Handicapped Specialist Aide
_____15. School Psychologist Aide
_____16. Guidance Counselor Aide
_____17. School Nurse Aide
_____18. Emotionally Disturbed and/or Socially Maladjusted Aide
_____19. Partially Sighted or Blind Aide
_____20. Hearing Impaired or Deaf Aide
_____21. Orthopedially Handicapped Aide
_____22. Educable Mentally Retarded Aide
_____23. Trainable Mentally Retarded Aide
_____24. Kindergarten Aide
_____25. Early Childhood Education Aide

C. Would you be interested in inservice class for your Aides at your school site?

YES_____ NO_____ NOT AT THIS TIME_____

3/25/75/t

APPENDIX C - Workshop Resource Consultants

Ruth Clothier
Coordinator, Child Development
and Instructional Associate
Palomar College
San Marcos, CA 92069

Mary E. DeNure
Specialist, Public Service Occup.
California Community Colleges
1530 Capitol Ave. (Temp. Address)
Sacramento, CA 95814

Richard DeNure
Principal
Bret Harte Elementary School
1300 Letts Avenue
Corcoran, CA 93212

Marion Faustman
Administrative Consultant
State Department of Education
721 Capitol Mall
Sacramento, CA 95814

Dr. Albert J. Grafsky
Assistant Superintendent, Business
Mt. San Jacinto College
21400 Highway 79
San Jacinto, CA 92383

Dr. Mildred Hight
Dean, Student Personnel Services
Mt. San Jacinto College
21400 Highway 79
San Jacinto, CA 92383

Hilda Mullin
Psychologist and Dance Therapist
Family Environment Center
2353 Duane Street
Los Angeles, CA 90039

Louis B. Mulvey
President
Tel-Con Corporation
2353 Duane Street
Los Angeles, CA 90039

Charles Rohr
Business Education and
Instructional Specialist
Mt. San Jacinto College
21400 Highway 79
San Jacinto, CA 92383

Julie Rosado
Specialist, Academic Affairs
California Community Colleges
1215 Fifteenth Street
Sacramento, CA 95314

Anthony J. Salamanca
Consultant, Teacher Preparation
Commission for Teacher Prep. & Licen.
8101 Center Parkway
Sacramento, CA 95823

Gordon A. Shields
Instructor-Instructional Associate
Program Consultant
Grossmont College
8800 Grossmont College Drive
El Cajon, CA 92020

Ron Temple
Consultant, Early Childhood Education
Management Team
California State Department of Ed.
721 Capitol Mall
Sacramento, CA 95814

APPENDIX D - Workshop Participants

Ricardo Almeraz
Instructor
Hancock College
800 South College Street
Santa Maria, CA 93454

Kathleen Arouze
Instructor
Chaffey Community College
5885 Haven Avenue
Alta Loma, CA 91701

Gloria Batista
Instructor
Chaffey Community College
5885 Haven Avenue
Alta Loma, CA 91701

Rosemary Clissold
Instructor, Instruct. Assoc.
Palomar College
San Marcos, CA 92069

Keith E. Egolf
Supervisor, Work Experience,
Occup. Ed., Instructor, Psy. Ed.,
Instructional Associate
Cypress College
9200 Valley View
Cypress, CA 90630

Anne S. Einstein
Coordinator-INSA
Grossmont College
8800 Grossmont College Drive
El Cajon, CA 92020

Pat Elliott
Instructor
Developing I.A. Program
Monterey Peninsula College
980 Fremont Blvd.
Monterey, CA 93940

Dolores Garcia-Gaviglio
Coordinator-Para-Professional Prog.
De Anza College
21250 Stevens Creek Road
Cupertino, CA 95014

Carol Ghilarducci
Coordinator, Special Programs
Gavilan College
55 Santa Teresa Blvd.
Gilroy, CA 95020

Mary Greer
Instructor, Work Experience Super.
Merritt College
12500 Campus Drive
Oakland, CA 94619

Meredith F. Grubbe,
Coordinator, I.A. Program
Supervisor, Work Experience Program
Occupational Counselor
Community College of San Francisco
50 Phelan Avenue
San Francisco, CA 94112

Henry Guzman
Instructor
Social Sciences Division
Work Experience Supervisor
Pasadena City College
1570 East Colorado Blvd.
Pasadena, CA 91107

Carol R. Hall
Coordinator, Human Services Program
Yuba College
North Beale Road
Marysville, CA 95901

Catherine Hershberger
Assoc. Professor-English & Ed.
Los Angeles Southwest College
11514 South Western Avenue
Los Angeles, CA 90047

Midori Hiyama
Supervisor, Human Services &
Work Experience--Instructor,
Reading, English
Sacramento City College
3835 Freeport Blvd.
Sacramento, CA 95822

APPENDIX D - Workshop Participants (continued)

Terri Isaac
Supervisor, Child
Development Dept.
Santa Rosa College
1501 Mendocino Avenue
Santa Rosa, CA 95401

Gwendolyn S. Keller
Director-Career Opportunity
Program for Teachers Aides
Pasadena City College
1570 East Colorado Blvd.
Pasadena, CA 91107

Joyce K. Kuns
Instructor
Indian Valley Colleges
720 Ignacio Avenue
Novato, CA 94947

Dearesteen Langdon
Supervisor, Early Childhood,
Special Education, Work Exper.,
Instructional Associate
Cerritos College
11110 E. Alondra Blvd.
Norwalk, CA 90650

Roxie Lypps
Coordinator, Early
Childhood Education
Rio Hondo College
3600 Workman Mill Road
Whittier, CA 90608

Peggy McLean
Instructor
San Jose City College
2100 Moorpark Avenue
San Jose, CA 95114

Helen Mills
Instructor, English, I.A.
American River College
4700 College Oak Drive
Sacramento, CA 95841

Phil M. Padilla
Coordinator
L.A. Mission College
400 S. San Fernando Mission Blvd.
San Fernando, CA 91340

Charles R. Palmer
Department Chairman-Education
College of the Desert
43-500 Monterey Avenue
Palm Desert, CA 92260

Florence Rose
Instructor, Sociology, Guidance
Chaffey College
5885 Haven Avenue
Alta Loma, CA 91701

Richard G. Rose
Instructor, Biology
Developing I.A. Program
West Valley College
14000 Fruitvale Avenue
Saratoga, CA 95070

Doris Sanson
Supervisor, Health Occupations
Cerritos College
11110 E. Alondra Blvd.
Norwalk, CA 90650

Barbara Sparrow
Supervisor, Work Experience
Instructor, I.A.
Southwestern College
900 Otay Lakes Road
Chula Vista, CA 92010

Holly Standiford
Instructor, Special Education,
Language Arts
College of Alameda
555 Atlantic Avenue
Alameda, CA 94501

John Stirton
Supervisor, Work Experience
Instructor, I.A.
Occupational Counselor
San Joaquin Delta College
5151 Pacific Avenue
Stockton, CA 95207

Lee Tannen
Coordinator
Chaffey College
5885 Haven Avenue
Alta Loma, CA 91701

APPENDIX D - Workshop Participants (continued)

Dr. Harry G. Walker
Coordinator-Career Education
W. Los Angeles College
4800 Freshman Drive
Culver City, CA 90230

Corine Whitman
Coordinator, Health Occup. Div.
Cerritos College
11110 E. Alondra Blvd.
Norwalk, CA 90650

Adelaide Zehr
Instructor, I.A.
Skyline College
1021 Banyan Way
Pacifica, CA 94044

Alfred Zuniga
Instructor, Chicano Studies
Occupational Counselor
Contra Costa College
2600 Mission Bell Drive
San Pablo, CA 94806

A REPORT ON GOVERNMENTAL MANAGEMENT PROGRAMS, PRACTICES AND NEEDS IN CALIFORNIA COMMUNITY COLLEGES

Prepared and distributed to EPDA, Governmental Management Workshop participants subsequent to workshops held in San Francisco (May 29-30, 1974) and Sacramento (Oct. 17-19, 1974).

EPDA PROJECT: 33-67132-1505-4-113

The activity which is the subject of this report was supported in whole or in part by the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

MAY 1975

Prepared by Ralph Todd, Coordinator, Management Education Programs, American River College

Edited by Mary E. DeNure, Specialist, Public Service Occupations, California Community Colleges

Published by Hilding E. Nelson (Project Director) Coordinator, Special Projects, Mt. San Jacinto College

CONTENTS

	Page
Preface	26
Introduction	27
Workshop Development Planning	27
Summary of Workshop Presentations	30
Examination of Needs	30
Organizing the Program	30
Starting from Scratch	31
Assessment Labs	32
Affirmative Action	33
Safety and OSHA	34
College Relations	34
Internship	36
Articulation	36
CETA	37
Multidisciplinary Links	38
Manager Competencies	39
APPENDIX A: Workshop leaders evaluation	40
APPENDIX B: Participant goals	43
APPENDIX C: Workshop participants	45

PREFACE

Governmental Management Programs in Community Colleges are a relatively recent development. Historically, Public Administration as an academic discipline has been largely confined to graduate schools with a few institutions in the last four to five year period offering undergraduate degrees. Recently a small number of community colleges, responding to expressed needs of governmental agencies, have been developing curriculum in Public Administration and Governmental Management at the certificate or Associate of Arts degree level. Response to these programs in community colleges has been immediate and vigorous.

As isolated programs developed, the Community Colleges' Chancellor's Office, largely through the perceptiveness, drive, and guidance of Mrs. Mary DeNure recognized the need for a statewide curriculum guide to assist all schools that served public agencies. With the encouragement of Mrs. DeNure, Dr. John Cashin of El Camino College established a statewide advisory committee and developed the Governmental Management, A Suggested Associate Degree Curriculum for California Community Colleges. The "blue-book" as it is often called has been a source of information and assistance to many colleges since its publication. It has also been a point of departure for discussion and agreement on articulation, new course development, and program standards.

As a follow-up to the curriculum guide, Mt. San Jacinto College, in cooperation with the Chancellor's Office, developed a series of workshops designed to assist colleges in starting, or further developing, Governmental Management programs. The choice of Mt. San Jacinto was excellent. Dr. Milo Johnson, President of the College, Dr. Hilding Nelson, Project Director, and Dr. Albert Grafsky have consistently demonstrated their capabilities as thoroughly competent professionals.

INTRODUCTION

For many years, community colleges in California have assisted students in the development of occupational skills that could be readily utilized in public service occupations. Only recently, however, has the potential of the community college in the preparation of candidates and practioners for first and second level managerial assignments been realized. Federal, county, municipal, and special district agencies in many areas of the state have strongly urged their local college to assist them in developing viable management training programs that not only upgrade the capabilities of promotable employees but also retrain personnel currently in management positions.

To assist colleges in the initiation of management education programs as well as supplement the capability of those with existing courses, the California Community Colleges' Chancellor's Office, over the past three year period, has taken several direct actions. Perhaps the three most significant has been the publication of a curriculum guide in Governmental Management authored by Dr. John Cashin of El Camino College with the assistance of a statewide representative advisory committee; an initial workshop, managed by Mt. San Jacinto College, presented in San Francisco in May, 1974; and a follow-up Governmental Management Workshop, again managed by Mt. San Jacinto College, in October of 1974.

Before reviewing the workshops, it must be noted that opportunities in public service occupations and public service management constitute the most significant area of employment in California and indeed in the United States. It is hoped that the momentum developed by colleges in becoming a major service to public agency employers will continue.

In order to focus on the most recent events, this report will deal primarily with the presentations and discussions of the October workshop. A brief summary of the May workshop will also be made.

WORKSHOP DEVELOPMENT PLANNING

Initial Workshops, May 28-30, 1974

Although the attendance was poor (a total of nine participants) the initial San Francisco Workshop proved to be a valuable aid in planning the better attended and somewhat more successful, in terms of objectives accomplished, October sessions.

The workshop program included a number of small group discussions, exercises, and was intended to be more "process" rather than "content" oriented. As the evaluation by Dr. Albert J. Grafsky (Appendix A) points out, the expectations of the participants and the leaders were somewhat different. Participants, representing a good demographic cross section of types of colleges, (urban, suburban, new, and well established) and disciplines ranging from social science to business seemed universally interested in the "how-to-do-it" of setting up a program rather than the processes involved in goal establishment, involvement identification, and competency based methodology that was originally planned. The differences in expectations led to abandonment of some of the process material and increased issue centered discussions. Briefly summarized, the major conclusions reached were:

1. Governmental Management courses are directed to students with occupational skills, employed in public agencies, who are upgrading existing management knowledge or who are trying to increase their promotability. There are no entry level management jobs for the unskilled inexperienced person.

2. Several disciplines can accommodate public administration courses: Business, Social Science, Technical and Industrial, History and Government, or Public Service.

3. There are relatively few colleges offering Governmental Management or Public Administration courses but the number is likely to increase.

4. Such courses and programs are almost exclusively offerings of evening colleges and are frequently presented in off-campus locations to better serve specific agency populations.

After an assessment of the May workshop, Dr. Milo P. Johnson, President of Mt. San Jacinto College, surveyed a number of colleges to determine level of concern and found enough respondents expressing interest to plan an additional workshop for October of 1974.

Revised Workshops, October 17-19, 1974

Twelve of the eighteen participants of the successful second workshop met with Dr. Nelson, Mrs. DeNure and Ralph Todd on Thursday evening October 17. Prior to the workshop, a recruitment brochure had been mailed to most community colleges throughout the state. Twelve immediate responses were registered and

an additional six participants attended the major session Friday, October 18. Of the original 12 persons to express interest, eight were in some level of administration and four were full time instructors. Fifteen helped close the meeting Saturday, October 19.

Although an intergroup exercise had been planned, the initial Friday meeting was devoted almost exclusively to "getting acquainted" and to goal setting. The sharing of concepts, perceptions and concerns proved to be immensely valuable. Some 29 goals were developed and discussed (Appendix B). One of the most valuable side effects of the first session was the climate of informality, openness and mutual support that carried throughout the entire session. In planning similar sessions, it is highly recommended that at least one meeting be devoted to simply allowing people to get acquainted and talk freely without any attempts to solve problems or direct activities.

The goals developed at the initial meeting fell into four main catagories:

1. Determining if a Governmental Management program is feasible and desirable for a particular college.

2. Steps necessary for beginning a Governmental Management program. Developing curriculum.

3. Development of effective relationships with governmental agencies.

4. Gathering job data.

In addition, concerns were also expressed related to articulation, selling such programs to college administrators, and marketing the courses. All of the goals were discussed in subsequent sessions. Most were clearly delineated and hopefully directed toward their ultimate accomplishment.

The most substantive meetings were held Friday the 18th of October and the morning of October 19th. All sessions were presided over by Dr. Nelson with Ralph Todd acting as moderator and discussion leader. Seven presentations were made on Friday, October 18 and an additional four given Saturday morning. Presentations were made by expert consultants to the workshop. (In an earlier meeting at Mt. San Jacinto College, persons with high degrees of expertise in various fields had been identified. They were then asked to participate in the workshop.)

Briefly summarized below are the major concepts, information, or philosophy expressed by the presenters. It should be noted that during the presentations a great deal of question and answer discussions were held. In all cases an unusually high level of interest and participation by everyone in attendance was evident.

SUMMARY OF WORKSHOP PRESENTATIONS

EXAMINATION OF NEEDS

Dr. Randy Hamilton, Dean, Graduate School of Public Administration, Golden Gate University: "The Need for Governmental Management Training in Community Colleges."

After preliminary introductory comments by Ralph Todd, Dr. Hamilton opened the Friday sessions with a compelling examination of the need by Government Management training. In brief, he stated that:

1. State and local governmental employment is one of the fastest growing segments of our economy. Seventy-five percent of all growth in governmental employment has been at the state and local level.

2. California has been increasing the number of governmental employees by 4.2% per year with over 1.2 million persons now employed in public service occupations. Government is by far the largest business in the state with a payroll in excess of $666,000,000 per annum.

3. Governmental employment utilizes an ever increasing number of technical and professional personnel; far greater than any other segment of our society. Unemployment of governmental employees is far less than any other segment of our economy.

4. Community colleges have the obligation to provide training for the administrative leadership, particularly at the entry and mid-management levels, in all segments of government employment.

ORGANIZING THE PROGRAM

John McKinley, Dean of Administrative Services, Chabot College. "Organizing the Program: Criteria for Course Selection; Advisory Committees with Existing Government Programs."

Dean McKinley's remarks were directed toward identifying factors involved in the basic decision of whether a Governmental Management program should or

should not be established at a given college. The essential steps of the decision making process include consideration of such factors as:

1. What is included in the term Government Management?
2. For whom is the program designed?
3. What are the overall course requirements?
4. What is the curriculum?

In answering these questions, we must take into account:

5. The local job market for graduates.
6. Involvement of faculty with related background and/or experience in government.
7. Organization of appropriate citizens advisory committees.
8. Articulation of courses with employers in terms of finding jobs for graduates and transfer to other institutions.

In addition, there are a series of pragmatic considerations that include:

A. Program leadership.

B. Location of the program within the college instructional division structure.

C. Both full-time and part-time instructors.

D. Recruitment of students.

Dean McKinley also made an interesting distinction between curriculum for professionals leading to the B.A. or M.P.A. and the Paraprofessional or A.A. degree. Both specialists (Public Safety, Health Services, Human Services, Social Work, Finance and Information Processing, etc.) and generalists must be developed. In order for a course to meet the criteria for transfer, it should meet "the test of being logical, deductive, analytical, cognitive, adaptive, affective, disciplinary, or basically intended to develop the reasoning capacity of the individual . . . (and) which involve the theory and process of government."

STARTING FROM SCRATCH

Ralph Todd, Department Chairperson, Management Education, American River College.

While a great deal of discussion centered around the process of starting a Governmental Management program, the major considerations were those dealing with the development of feasible steps leading to a fully implemented set of courses: certificate, or degree. In summary, there were several considerations in starting from scratch.

Why have a Governmental Management program? One of every six Californians works for some type of governmental agency: federal, state, county, or special district. Government is the most rapidly growing segment of job opportunity. The first step in developing a governmental management instructional program is relatively easy: Contacting and gaining support from local agencies. Often they recognize the need for training and will actively support programs that have potential benefit to their agencies.

Once the need has been established, the program can easily be combined with existing ones such as management and supervision, social science, public service, technical or industrial, or other on-going segments of the college's organization. Students attracted to the program are for the most part, people working in government jobs seeking promotion, first and second level managers upgrading skills, and some students interested in the requisites for governmental management positions. The program is not designed to qualify the unimitiated, unskilled student for management positions. Realistically, it is of greatest benefit to the in-service student.

Success in establishing the program is dependent on:

A. Qualified instructors.

B. Administrative support.

C. Agency support through advisory committee action.

The curriculum established by the Chancellor's Office of Community Colleges is an excellent guide. A basic rule is: start small and grow only as demand increases.

ASSESSMENT LABS

J. David Harris, Director, Center for Supervision and Management Development, West Valley College

One of the most progressive and dynamic Management and Supervision Programs has been developed at West Valley College under the direction of David Harris.

Beginning this year, a new curriculum in Government Management is being offered. Although conventional semester length courses are included, major emphasis is placed on seminars and workshops. The program, developed under an IPA grant, will have an enrollment estimated at 1,000 by the end of 1975.

The primary emphasis of Dr. Harris' presentation dealt with his work, under an IPA grant, in the development of assessment laboratories. Models used were laboratories for the selection of firefighters and fire captains. Assessment laboratory development begins with identification of the key factors which must be performed in order to succeed on the job. Such factors include communication skills, decision making, influencing others, etc. Exercises are designed which simulate the job in such a way candidates can demonstrate their ability to perform the key factors. Observers must also be selected and trained. Typically an assessment laboratory involves three days: the first to train observers; the second to conduct the laboratory sessions; and, the third to evaluate the results. The candidates are ranked according to the total number of points awarded by the observers. Final selections are based on the laboratory results as well as other data including written and physical tests as well as background checks. Dr. Harris suggests that the assessment laboratory could be used for the selection of college instructors as well as its present applications in other work areas.

AFFIRMATIVE ACTION

Walter J. McClarin, Supervising Personnel Analyst, County of Sacramento.
"Social Responsibility in Governmental Management"

From both the immediate and long range point-of-view, few movements have had the impact on governmental management as the steady and often traumatic movement toward fairness in employment practices. More and more it is being realized that in the United States not all contributors to our way of life are white males between the ages of 25 and 55. Younger and older workers, women, and minorities identified by color, ancestry or religion are also part of the productive fabric of our country.

In his address, Mr. McClarin, a recognized authority in the fair employment practices field, demonstrated the often inadvertent discriminatory practices of

many governmental agencies responsible for unbiased consideration of potential employees, trainees, and promotables, regardless of race, creed, color, national origin, or sex. He showed that community colleges through the Governmental Management programs can be a highly significant social force in helping rectify the errors of the past in providing equitable employment opportunities for all citizens.

While many excellent points were made in his speech, Walter McClarin summarized with the statement, "In my opinion, the establishment of specific courses covering Social Responsibility as part of the core curriculum should be a high priority item on every college administrator's list of what should or should not be included as part of a Governmental Management Program."

SAFETY AND OSHA

Alfred Barnes, Safety Consultant, Gilbert L. Rhodes and Associates, Oakland.

While not dealing directly with governmental management education, Mr. Barnes showed an excellent slide presentation on common safety violations, defined by the California Occupational Safety and Health Act, that occur at community college facilities.

Most significant was the revelation that administrators and instructors can be held liable for and fined up to $1,000 under the law. The most controversial penalty is $10,000 and one to six months imprisonment for supervisors who willfully violate standards or orders when the violation causes permanent or prolonged impairment. A second such conviction is $20,000 and one year imprisonment.

COLLEGE RELATIONS

Joseph VonRotz, Area Manager, U. S. Civil Service, Sacramento Area.

Mr. VonRotz provided background information on the establishment of Government College Associations in Arizona, California, Hawaii and Nevada. The purpose of the associations are to promote the continuing interests of the public service as an employer of students and graduates.

Overall objectives of the Government College Association's programs include:

1. Counseling
2. Special Recruiting Efforts
3. Campus Clubs
4. Minority Groups
5. Women's Groups
6. Faculty Relations
7. Cooperative Education
8. Publicity

In addition, Government College Associations serve as a coordinating service for schools by:

1. Maintaining adequate supplies of government recruiting literature in campus college placement and counseling offices.
2. Resolving minor conflicts in agency recruiting schedules.
3. Securing space and staff for campus tests.
4. Obtaining suitable speakers for school clubs and classes.
5. Arranging for use of special displays, exhibits and films on campus.
6. Developing tours of local, state and federal operations for campus officials and students.

Although other important issues were discussed, Mr. VonRotz stated that growth fields in government include engineering, accounting, health care, technology, social security and tax administration, and defense.

"In summary, the next ten years is expected to be a period of volatile change in the public sector . . . hiring will continue at a healthy level in selected fields with less emphasis on completion of formal post-high school degree programs as they now exist."

The Workshop concluded Saturday morning with a series of brief but very worthwhile presentations and a final group question and answer session coupled with the session wrap-up during lunch.

INTERNSHIP

Anne Garbeff, Assistant Coordinator, State Public Service Internship Program, Office of Planning and Research.

Assisted by Janell Anderson, California Association of Public Administration Educators, Ms. Grabeff reviewed progress being made in developing a coordinated internship referral service. At the present time, a large number of internships are offered by federal, state, city, and special district agencies but until the State Service Internship Program Office was established, no one agency knew the status and/or existence of other programs. Standards required, screening and selection procedures, and types of assignments have been largely a matter of agency discretion with little or no policy guidance. The Public Service Internship Program Office has taken the difficult task of developing an administrative structure to centralize at a minimum a repository of internship information and hopefully in the future a method of establishing some uniformity in internship program management. It is estimated that over 2,000 internships are available for interested students. While most are unpaid they do provide a useful and sometimes essential learning experience. Educators who would like information on entering into internship programs should contact the Office of Planning and Resources, State Public Service Internship Program or negotiate with the agencies in their area.

ARTICULATION

Dr. George C. Clucas, Professor Public Administration, Political Science Department, California Polytechnic State University. "Horizontal and Vertical Articulation"

California Polytechnic Institute has a very unique vertical articulation system. It allows students to take so-called upper division specialized courses at any stage of their academic career provided they've successfully completed required prerequisites. Dr. Clucas after stressing both the desirability and necessity for developing a unified curricular building guide, emphasized the following considerations:

1. The public sector needs trained personnel for all levels of academic training and from many disciplines in addition to public administration.

2. Curricula models have been developed at the Masters Degree Level by the National Association of Schools of Public Affairs and Administration. A similar effort is underway on a nationwide basis for the four year institutions.

3. In California, the best systemwide effort has come from the Chancellor's Office of the California Community Colleges. They recently published "Governmental Management: A Suggested Degree Curriculum." California State Polytechnic University will accept for articulation those courses that conform to the Community Colleges Curriculum Guide.

4. Students with a good academic record and a Bachelor's Degree have ready access to Master's level programs, just as students with Associate in Arts Degrees have ready access of Bachelor's level programs.

5. The fusions of occupational and career education in Governmental Management curriculum in the community colleges is an innovative approach.

6. Students who articulate from community colleges to California Polytechnic University in either the Urban Affairs or Public Administration concentrations and who have majored in Governmental Management are at least halfway towards a Bachelor's Degree.

It is recognized that Public Service and its institutions are in the midst of significant and rapid change. Those of us in academic institutions must see that our curricula and the articulation between levels of higher education is responsive to the demands.

CETA

Mr. Edwin M. Pearce, Director, Vocational Education, Cuesta College, San Luis Obispo. "What is the Comprehensive Employment and Training Act?"

The Federal Government is attempting to consolidate and condense many training programs they are now administering and bring them in under one umbrella-type Act -- CETA (Comprehensive Employment and Training Act).

CETA funds are derived from a revenue sharing base and distributed nationwide: 80% to prime sponsors working in a plan approved by the Department of Labor; 5% to the Department of Labor; 5% only for vocational education services; 4% to the state; and 6% discretionary for the Department of Labor.

With the State Department of Education as its prime sponsor, each county and city can participate. Proposals are submitted by Manpower Commissions to the prime sponsor who in turn forward them to the DOL Regional Office in Sacramento for approval.

CETA consists of six titles:

1. Title I, Comprehensive Manpower Services, Section 112 provides for Title I funds to be used for providing vocational education services to participants in programs through grants to the governors.

2. Title II, Public Employment Programs -- primarily for use in high unemployment areas. Title II funds are designed to train people to enter into employment not supported by CETA.

3. Title III, IV, V, and VI
   These titles provide for special federal programs ranging from special groups (i.e. non-English speaking, ex-offenders, older workers) training programs, Job Corps, policy establishment, and administration.

The impact CETA will have on education is not totally clear at this time, but, again, all indications are that educators should be knowledgeable of the parts of the Act that can affect education training programs.

MULTIDISCIPLINARY LINKS

Mrs. Mary E. DeNure, Specialist in Public Service Occupations, Chancellor's Office, California Community Colleges. "Public Services Programs: Multi-disciplinary Linkages"

In addition to coordinating much of the workshop and summarizing many of the activities and presentations, Mrs. DeNure demonstrated how the more than 45 instructional areas of public service education can be interlinked organizationally. Her proposed model is one which should be given careful consideration by all colleges with Public Service, Human Services, Municipal Services, or Rehabilitation Therapies. These major areas, in addition to their linkages with each other also tie together such associated programs as Library/Media Technical Assistant, Audio Visual, Instructional Associate, Child Development, Social Service, Gerontology, Recreation Therapy Activity Leader, Recreation Leadership, City Planning, and Government Management.

From a program planning point of view, recognition of multidisciplinary linkages can result in more effective administration and better opportunities for students.

MANAGER COMPETENCIES

Dr. Ernest A. Englebert, Graduate Professor of Public Administration, University of California, Los Angeles. "Professional Competencies of Professional Managers"

Although not a part of the regular workshop schedule, Dr. Englebert presented a study made by the National Association of School of Public Affairs and Administration designed to identify knowledge, skills, and values of professional public managers. Five major subject matter areas including the Political-Social-Economic Context, Analytical Tools, Individual/Group/ Organizational Dynamics, Policy Analysis, and Administrative/Management Processes were defined. In addition, a large number of knowledge, skills, and behavior characteristics were identified under each heading. The resultant matrix provides an important component for the development of professional standards as well as an evaluation instrument for practitioners in appraising their professional competencies.

APPENDIX A

MEMO

TO: Dr. Milo P. Johnson DATE 6-7-74

FROM: Dr. Albert J. Grafsky

RE: Workshop Leaders' Evaluation Report, EPDA Workshop, May 28, 29, and 30, 1974, Rodeway Inn, South San Francisco

The raw participant's evaluations are being forwarded to Dr. Nelson along with a copy of this report. All remarks are not necessarily consensus statements but may reflect only an individual's reaction. The participants in the same day evaluation were Dr. Hight, Mr. Rohr and myself. Mr. Shields joined us briefly but had to leave after a very few minutes. Mr. Todd and Mrs. DeNure were not present.

General: The three leaders agreed that the overall results of the workshop were fair. Reaction of the participants to the various phases of the workshop ranged from excellent (small group process) to not applicable (competency based instruction). It appeared to the leaders that the workshop participants came for one thing - information, exchange of ideas, answers - and we tried to give them another - methods for group interaction, describing competencies as a basis for building a program, graphics for selling a program. On the whole the structure and goals of the workshop did not match the expressed needs and goals of the participants except that the small group process gave them a partial vehicle for exchange of ideas, etc.

Brochures were too "busy".

Specific: The organization and goals of the workshop were designed around the talents and skills of the workshop staff and the desires of the Chancellor's Office personnel. These were not in harmony with the needs and goals of the participants.

The latter was especially true for the Governmental Management portion of the workshop. The workshop format and goals were designed to provide for the needs of management instructors but the participants were drawn from the administration of various colleges. By placing emphasis upon "Governmental" rather than on "Management" we narrow the group from which to draw participants very drastically. It became very apparent as the workshop geared up that there are an extremely small number of full-time instructors in the governmental management or any other type of management field. Most programs are extended day, off-campus, or adult education programs.

Another discovery, along with the above, was that there is absolutely no market for the trained middle level managers at the entry level! This is true in business and industry as well as government. Thus, management training is an in-service program only.

In the instructional associate area, the present status is one of low paying, part-time positions. While there are openings at the entry level, they are not for persons seeking a life-long career. Therefore, there appears to be resistance to the formation of an associate program at most colleges except as a means to transfer and to provide part-time employment to students and housewife heads-of-household with school age children.

Workshop Operation: Leaders felt anxious because 50 to 75% of their involvement and responsibility was outside their acknowledged area of competence.

Leaders felt they were under pressure to achieve someone else's goals. Conflict arose between leaders' goals and "others" goals.

Conflict between leaders' goals and goals of those who conceived the workshop and conflict among participants' goals, leaders' goals and workshop goals resulted in a partial abandonment of the workshop format.

The processes and results promised in the brochure did not take place and some participants expressed disappointment and some resentment.

Suggestions: The format of the workshops should be changed. A differing format is suggested for each of the areas.

1. Instructional Associate: Provide a drive-in conference at one of the colleges which has a successful program where participants could be exposed to this existing program and have their questions answered. Such as:

   a. What courses do each of the colleges include in their two-year Instructional Associate Program?

   b. What courses do the students want most?

   c. Does a complete set of courses have to be developed for the program?

   d. Are the programs designed to provide career training for people who have not worked in the schools, or are the programs largely in-service training for those already working?

   e. Is it advisable (or preferable) to arrange with school districts to place the students?

   f. How many of the colleges offer Work Experience credit?

   g. What is the difference between field experience and work experience?

   h. Do the colleges offer training in Distar methods for aides who may be working with these programs? Or do the schools usually train the aides?

   i. Do the colleges offer an introduction to Instructional Associate? What is the course content?

   j. Can teachers participate in the introductory course?

   k. What kinds of education courses are offered? Do many students enroll in them if the courses are not transferable?

   l. How does one organize an Advisory Committee? Who should the members be?

   m. What kind of recruiting can be done to bring aides in for in-service training.

   n. In what kinds of schools are aides employed? Elementary? High School?

o. What classifications of aides are there? What is the salary range?

p. How many schools pay aides according to the number of college units they have earned? In other words, is this a selling point for aides to take courses?

q. Should the colleges actively recruit parents for the Instructional Associate program?

r. Since organizations like CTA are negative about aides, how do we counter this attitude? What can be done to educate members to the need for aides in the classroom?

s. What is the significance of the emphasis on early childhood education to the Instructional Associate program?

2. Management: The management workshop should not be limited to governmental management. What is needed is a structure which will provide an opportunity for administrators and instructors to exchange ideas, etc. on such things as:

a. How the management program is organized and administered.

b. The various management programs (governmental, hospital, retail sales, construction, industrial, etc.) which are offered and the courses making up the curriculum.

c. Selection, assignment, and evaluation of faculty.

d. Advisory committees - is one needed for each specialized area, what is the best model?

e. What do employers need to assist them with their affirmative action programs?

f. Are employers moving to acceptance of competence in lieu of units and degrees for hiring and promotion?

g. Is there some way to develop a statewide articulation among the community colleges for management and supervision classes.

h. Need for and success of mini-course to meet immediate needs of employers.

i. How and where are community-employer contacts made?

j. The concept of modular courses.

A firm suggestion was made that advisory committee members, i.e. employers and practioners, be invited as resource people at both the management and instructional associate workshops. Also, participants should bring copies of program organization, course outlines, etc. to share with others.

cc: M. DeNure
M. Hight
H. Nelson
C. Rohr
G. Shields
R. Todd

Sacramento
10/31 - 11/2

APPENDIX B

PARTICIPANT GOALS

for

Government Management Workshop
1974

1. Learn of new ways to find jobs with government agencies.
2. Improve on our curriculum in our Government Service program.
3. Develop more effective techniques for using CETA, Work-study funds, etc. in developing internships.
4. Would like details on programs that are currently in operation.
5. Would like examples of agreements, for placements with government agencies.
6. Would like information on articulation.
7. Explore the possibility of starting such a program at IUC.
8. Learn how a workshop is put on.
9. Personal development as a teacher at a new college.
10. Develop methodology for determining whether or not a governmental management program is needed in our community.
11. Investigate various alternatives concerning course offerings.
12. Determine from a conceptual viewpoint the role(s) that Government Management programs play.
13. To discover how the concept of Government Management relates to Community Colleges (in general) and DeAnza College (in particular)
14. To discover if there is a potential for DeAnza to offer/participate in internship programs.
15. To discover what programs are available now and what are their strengths and weaknesses.
16. To learn of the different types of organizational structures used by colleges to house Public Ad. or Governmental Management programs.

17. To obtain more precise understanding of what "mid-management level" means. To obtain information concerning the number and types of job possibilities available in this area.

18. To obtain information concerning the steps involved in developing and implementing a Governmental Management program and to obtain information concerning the state of articulation of Governmental Management courses.

19. To better understand the objectives of programs in Governmental Management.

20. To obtain materials from existing programs as guides to projected offerings at my college. This would include liaison with local government as well as articulation with 4-year schools.

21. To decide where in the college structure this curriculum should be offered.

22. To get as much information as possible on Governmental Management proposed course offerings.

23. Are there better ways of training minority students as well as other students for Public Service jobs.

24. To learn of the structure, function and scope of management courses.

25. To discover which colleges have implemented management courses and the specific nature of these courses.

26. To determine the feasibility of implementing a Governmental Management program of studies for Rio Hondo College -- both the certificate and AA degree program.

27. Identifying the market for such a program.

28. Selling or advertising the program to that market.

29. Selling the program to the Administration.

APPENDIX C — WORKSHOP PARTICIPANTS

May 28-30, 1974 Workshop

Alioto, Darlene F., Instructor
Political Science
City College of San Francisco
50 Phelan Avenue
San Francisco, CA 94112

Elkins, Floyd, Assistant Dean
Skyline College
3300 College Drive
San Bruno, CA 94066

McKay, Griffin R., Chairman
Public Services
Work Experience Supervisor
Ventura College
4667 Telegraph Road
Ventura, CA 93003

Quackenbush, Margery C., Instructor
Political Science
City College of San Francisco
50 Phelan Avenue
San Francisco, CA 94112

Rake, Ted, Instructor
Government Programs
Contra Costa College
2600 Mission Bell Drive
San Pablo, CA 94806

Reinaldo, C. F., Instructor
Skyline College
3300 College Drive
San Bruno, CA 94066

Wishart, Barry, Instructor
Sociology Division
Fullerton College
321 East Chapman Avenue
Fullerton, CA 92634

October 17-19 Workshop

Janell Anderson
Instructor, Government
University of California at Davis
Davis, CA 95616

Richard Casey
Chairman, Business Division
San Jose City College
2100 Moorpark
San Jose, CA 95128

George Dabne
Assist. Div. Chairman
Coordinator Continueing Ed.
De Anza College
21250 Stevens Creek Blvd.
Cupertino, CA 95014

Harold W. Garvin
Coordinator Government Serv.
Long Angeles Harbor College
1111 Figueroa Place
Wilmington, CA 90744

Dominick E. Geluardi
Instructor
Indian Valley College
720 Ignacio Blvd.
Novato, CA 94947

Clifton B. Gordon
Chairman, Soc. Sci. Division
Sacramento City College
3835 Freeport Blvd.
Sacramento, CA 95822

Jerry Gregg
Instructor, Policical Science
Contra Costa College
2600 Mission Bell Drive
San Pablo, CA 94806

Roy T. Kennedy
Assistant Professor
Cerro Coso College
College Heights Blvd.
Ridgecrest, CA 93555

October 17-19 Workshop (continued)

David W. Lubkert
Instructor
City College of San Francisco
50 Phelan Avenue
San Francisco, CA 94112

Raymon J. Marsh
Dean, Administrative Services
Cerro Coso Community College
College Heights Blvd.
Ridgecrest, CA 93555

Dr. Joseph Michaels
Dean, Continuing Education
Rio Hondo College
3600 Workman Mill Road
Whittier, CA 90608

Lou Quint
Assistant Dean, Occupational Ed.
American River College
7400 College Oak Drive
Sacramento, CA 95841

Ted Radke
Instructor, Political Science
Contra Costa College
2600 Mission Bell Drive
San Pablo, CA 94806

Gordon Randall
Instructor, Political Science
Chabot College
Herperian Blvd.
Hayward, CA 94545

Burton Schaffer
Instructor
Mendocino College
P. O. Box 3000
Ukiah, CA 95482

Donald H. Scott
Dept. Head, Dept. of Public Service
Long Beach City College
4901 E. Carson Street
Long Beach, CA 90808

John Walker
Instructor
San Joaquin Delta College
406 W. Mayfair
Stockton, CA 95207

Robert J. Wood
Chairman, Public Services Division
Chabot College
Hesperian Blvd.
Hayward, CA 94545

GOVERNMENTAL MANAGEMENT AND PUBLIC ADMINISTRATION PROGRAMS IN CALIFORNIA COMMUNITY COLLEGES AND HIGHER EDUCATION INSTITUTIONS

A SURVEY: JUNE 1975

H. John Cashin, Professor of Political Science, El Camino College

This survey was completed on June 10, 1975 to supplement information generated through Governmental Management Workshops held in May and October of 1975. Pertinent facts are summarized below using the data from the following pages.

COMMUNITY COLLEGES (N=99)

No. Respond.	No. offering GM/PA Prog.	Dept. Offering Programs			No. Courses	
		Bus.Ed.	Soc.Sci.	PS/PA*	1-2	3+
91	38	7	15	13	23	15

* other depts. including public service, or public admin.

HIGHER EDUCATION INSTITUTIONS

Type of Instit.	No. of Instit.	Number Responding	Number offering PA Degree
UC Branch	8	8	5*
State Coll./ Univ.	19	19	19
Private	87	71	17**
Totals	114	98	41

* All UC branches offer some PA coursework; UC-Davis offers PA degree in cooperation with UC-Riverside

** 10 additional institutions offer PA coursework, but no degree.

PUBLISHED BY MT. SAN JACINTO COLLEGE, 21400 HIGHWAY 79, SAN JACINTO, CA 92383

EPDA PROJECT 33-67132-1505-4-113 *The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.*

GM - Governmental Management
PA - Public Administration
M - Management
PS - Public Service
US - Urban Studies
GA - Governmental Administration

Name of College	No Response	No GM/PA Program	Dept. offering courses: Business Education	Dept. offering courses: GM/PA/M/PS	Dept. offering courses: Social Science	Courses offered: Fundamentals of GM	Courses offered: Govt. Pers. Manag.	Courses offered: Govt. Practicum/ Internship	Courses offered: Govt. Fin. Manag.	Courses offered: State & Local Government	Courses offered: Urban Planning	Major	Responsible Staff Member
Alameda College					X					X	X	US	Frank Parlos
Allan Hancock College		X											
American River College				X		X	X	X	X		X		Louis Quint
Antelope Valley College		X											
Bakersfield College		X											
Barstow College		X											
Butte College	X												
Cabrillo College		X											
Canada College		X											
Canyons, College of the					X					X			N.G. Mouck,Jr.
Cerritos College		X											
Cerro Coso Comm. College		X											
Chabot College				X		X	X		X	X		PA	Robert Wood
Chaffey College		X											
Citrus College		X											
Columbia Jr. College	X												
Compton Comm. College		X											
Contra Costa College		X											
Cosumnes River College			X			X	X						Jim Thomas
Crafton Hills College	X												
Cuesta College					X	X				X			Dave Kelly
Cypress College	X												
De Anza College		X											
Desert, College of the		X											
Diablo Valley College		X											
East L.A. College			X							X			Ethelrose Orloff
El Camino				X		X	X	X	X	X	X	GM	H. John Cashin
Feather River College		X											
Foothill College			X			X						PA	Carey Fisher
Fresno City College		X											
Fullerton College		X											
Gavilan College		X											
Glendale College		X											
Golden West College		X											
Grossmont College					X					X	X		Michael Matherly
Hartnell College		X											

GM - Governmental Management
PA - Public Administration
M - Management
PS - Public Service
US - Urban Studies
GA - Governmental Administration

Name of College	No Response	No GM/PA Program	Dept. offering courses: Business Education	Dept. offering courses: GM/PA/M/PS	Dept. offering courses: Social Science	Courses offered: Fundamentals of GM	Courses offered: Govt. Pers. Manag.	Courses offered: Govt. Practicum/ Internship	Courses offered: Govt. Fin. Manag.	Courses offered: State & Local Government	Courses offered: Urban Planning	Major	Responsible Staff Member
Imperial Valley College		X											
Indian Valley Colleges				X		X	X		X				Jerry Burrom
Laney College				X							X	US	Victor V. James, Jr
Lassen College										X			Robert T. Shepherd
Long Beach City College				X		X	X			X		PA	Donald H. Scott
L.A. City College				X							X		Charles Grant
L.A. Harbor College		X											
L.A. Pierce College		X											
L.A. Southwest College		X											
L.A. Trade-Tech. College		X											
L.A. Valley College		X											
Los Medanos College		X											
Marin, College of	X												
Mendocino College	X												
Merced College					X					X	X		Wayne Pirtle
Merritt College										X			L.G. Baysdorfer
Mira Costa College	X												
Modesto Jr. College										X			Randy Siefkin
Monterey Peninsula College					X						X		Elaine Johnson
Moorpark College					X								Roger Boedecker
Mt. San Antonio College		X											
Mt. San Jacinto College		X											
Napa College		X											
North Peralta Comm. Col.		X											
Ohlone College		X											
Orange Coast College (even.											X		Charles Lipot
Palo Verde College		X											
Palomar College		X											
Pasadena City College			X			X	X		X			GA	Donald Busche
Porterville College		X											
Redwoods, College of the		X											
Reedley College		X											
Rio Hondo College					X	X	X		X			PS	Robert Poitu
Riverside City College		X											
Sacramento City College		X											
Saddleback College		X											

GM - Governmental Management
PA - Public Administration
M - Management
PS - Public Service
US - Urban Studies
GA - Governmental Administration

Name of College	No Response	No GM/PA Program	Business Education	Dept. offering courses: GM/PA/M/PS	Dept. offering courses: Social Science	Courses offered: Fundamentals of GM	Courses offered: Govt. Pers. Manag.	Courses offered: Govt. Practicum/ Internship	Courses offered: Govt. Fin. Manag.	Courses offered: State & Local Government	Courses offered: Urban Planning	Major	Responsible Staff Member
San Bernardino Valley Col.			X							X	X	PA	Gene Cadow
San Diego City College	X												
San Diego Evening College				X		X	X	X				GM	Hal Rand
San Diego Mesa College		X											
San Diego Miramar College													
Pegional Center		X											
San Francisco, City Col.		X											
San Joaquin Delta College			X		X			X					John Walker
San Jose City College				X		X	X		X				Charles Murray/ Richard Casey
San Mateo, College of		X											
Santa Ana College		X											
Santa Barbara City College					X			X			X		John Kay
Santa Monica College					X					X	X		Fred Brierey
Santa Rosa Jr. College				X		X	X		X				Jack Healy
Sequoias, College of the					X	X	X				X		Waino Peterson
Shasta College		X											
Sierra College		X											
Siskiyous, College of the		X											
Skyline College			X			X	X		X	X		GM	Harold Hartzell
Solano Community College				X	X	X	X		X	X	X	PA	Roger Miller
Southwestern College					X								Dick Henderson
Taft College		X											
Ventura College				X		X	X	X	X	X	X	PA	Griffin McKay
Victor Valley Comm. College										X			Greg J. Figgins
West Hills College		X											
West L. A. College		X											
West Valley College				X		X	X		X	X		GM	Robert W. Formhal
Yuba College					X					X			George Shaw

PA = Public Administration

Name of Institution	No Response	No PA Program	PA Coursework in Poli-Sci. Dept.	Courses Offered in PA School or Dept.	Offers Degree in PA	Responsible Staff Member
University of California						
Berkeley			X		X	Albert Lepawsky
Davis		X*				S.H. Logan (*Coop. PA Program with U.C., Riverside)
Irvine				X	X	Donna Mayer
Los Angeles			X		X	Charles R. Nixon
Riverside				X	X	Stahrl W. Edmunds
San Diego		X				
Santa Barbara		X				
Santa Cruz		X				
California State Colleges and Universities						
Bakersfield				X	X	Robert Coe
Dominguez Hills				X	X	Alan Bent
San Bernardino			X		X	John Chaney, Bert Scott
Sonoma			X		X	Robert Smith
Stanislaus			X		X	Richard Mendes
Chico			X		X	Royce Delmatier
Fresno			X		X	Don R. Broyles
Fullerton			X		X	Alan Saltzstein
Hayward				X	X	Jon S. Jun
Humboldt			X		X	Houston Robison
Long Beach				X	X	Mel Powell
Los Angeles			X		X	Arthur Misner
Northridge			X		X	Philip Present
Pomona			X		X	Charlotte Weber
Sacramento				X	X	Thomas Carlson
San Diego				X	X	James D. Kitchen
San Francisco			X		X	Raymond D. Pomerleau
San Jose			X		X	John T. Ballard
San Luis Obispo			X		X	William Alexander
Private Colleges and Universities						
American Baptist Seminary of the West	X					
Armstrong College		X				
Art Center Col. of Design		X				
Azusa Pacific College		X				

PA = Public Administration

Name of Institution	No Response	No PA Program	PA Coursework in Poli-Sci. Dept.	Courses Offered in PA School or Dept.	Offers Degree in PA	Responsible Staff Member
Private Colleges and Universities (continued)						
Bethany Bible College	X					
Biola College		X				
Brooks Institute	X					
California Baptist College	X					
California College of Arts & Crafts		X				
California College of Mortuary Science		X				
California College of Podiatric Medicine		X				
California Institute of the Arts		X				
California Institute of Technology		X				
California Lutheran Col.			X		X	John Cooper
Center for Early Education	X					
Chapman College			X			John O'Neill
Claremont Graduate School				X	X	Forest Harrison
Claremont Men's College			X			Richard S. Wheeler
Deep Springs College		X				
Dominican Col., San Rafael	X					
Don Bosco Tech. Institute		X				
Fuller Theological Seminary		X				
Golden Gate Baptist Theological Seminary		X				
Golden Gate University				X	X	Randy Hamilton
Graduate Theological Union		X				
Harvey Mudd College		X				
Hebrew Union College-- Institute of Religion		X				
Holy Family College		X				
Holy Names College		X				
Humphreys College	X					
Immaculate Heart College		X				
Jesuit School of Theology		X				

PA = Public Administration

Name of Institution	No Response	No PA Program	PA Coursework in Poli-Sci. Dept.	Courses Offered in PA School or Dept.	Offers Degree in PA	Responsible Staff Member
Private Colleges and Universities (continued)						
Johnston College		X				
La Verne College		X				
Loma Linda University, La Sierra Campus		X				
Loma Linda University, Loma Linda Campus		X				
Lone Mountain College	X					
Loyola Marymount Univ.			X			William Fitzgerald
Marymount Palos Verdes	X					
Menlo College School of Administration	X					
Mennonite Brethren Biblical Seminary		X				
Mills College			X			Marion Ross
Monterey Institute of Foreign Studies		X				
Mt. St. Mary's College		X				
Naval Postgraduate School		X				
Northrop Institute of Technology		X				
Notre Dame, College of		X				
Occidental College			X			James Lare
Otis Art Institute of Los Angeles County		X				
Pacific Christian College	X					
Pacific College		X				
Pacific Oaks College	X					
Pacific School of Religion		X				
Pacific Union College		X				
Pepperdine University				X		Brad Hainsworth
Pitzer College			X			Albert Schwartz
Point Loma College		X				
Pomona College		X				
Russell College		X				
St. Albert's College		X				

PA = Public Administration

Name of Institution	No Response	No PA Program	PA Coursework in Poli-Sci. Dept.	Courses Offered in PA School or Dept.	Offers Degree in PA	Responsible Staff Member
Private Colleges and Universities (continued)						
St. John's College	X					
St. Mary's College		X				
St. Patrick's College		X				
St. Patrick's Seminary		X				
San Francisco Art Inst.		X				
San Francisco College of Mortuary Science	X					
San Francisco Conservatory of Music		X				
San Francisco Theological Seminary		X				
School of Theology at Claremont		X				
Scripps College		X				
Simpson College		X				
Southern California Col.		X				
Southern California Col. of Optometry		X				
Stanford University		X				
United States International Univ.	X					
Univ. of Judaism		X				
University of the Pacific	X					
University of Redlands			X			William Umback
University of San Diego			X			Ernest Morin
Univ. of San Francisco			X			R. Mackenzie
Univ. of Santa Clara		X				
Univ. of So. California				X	X	M. Harrington
West Coast University	X					
Orange County Center	X					
Westmont College			X		X	David Laurence
Whittier College			X			Fred Bergerson
Woodbury University		X				

A REPORT ON PSO PROGRAMS, PRACTICES AND NEEDS IN CALIFORNIA COMMUNITY COLLEGES

Prepared and distributed to EPDA, PSO Workshop participants subsequent to workshops held in El Segundo (April 16, 1975) and San Francisco (April 17, 1975)

EPDA PROJECT: 33-67132-1505-4-113

The activity which is the subject of this report was supported in whole or in part by the U. S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

MAY 1975

Prepared by Griffin R. McKay, Chairman, Public Services Division, Ventura College; and
Roger Boedecker, Chairman, Social Science Division, Moorpark College

Edited by Mary E. DeNure, Specialist, Public Service Occupations, California Community Colleges

Published by Hilding E. Nelson (Project Director) Coordinator, Special Projects, Mt. San Jacinto College

CONTENTS

	Page
Project Objective	57
Project Procedures	57
Project Task Summary	58
A. Steering Committee Activities	58
B. Consortia Development	58
C. Workshop Planning Sessions	58
D. Workshops	60
E. Workshop Evaluation	61

APPENDICIES

A. Project Steering Committee	63
B. Consortia Colleges	63
C. Planning Workshop Participants	64
D. Public Service Occupations Definition	66
E. Public Service Occupations Definition (USOE)	66
F. Working Definitions	67
G. Consortia Participants	68
H. Public Service Programs, Organizational Groupings	70
I. Consortia Participant Evaluation Summary	71

Public Service Occupation Workshop Report

I. Project Objective

This project was to develop a functional definition of public service occupation education which could be used as the basis for the preparation of a public service occupation education master plan for the California Community Colleges Chancellor's Office. The development of such a definition is critical to the construction of a master plan inasmuch as there is presently no precise delineation between the characteristics of public service occupations and public service occupation education.

II. Procedures Adopted for Objective Achievement

The general strategy adopted to govern the project's development was to achieve a definition which would be the product of a cooperative effort, reflecting a diversity of viewpoints. Therefore a workshop approach was adopted, involving as participants, representatives from a number of community colleges, four-year institutions, governmental agencies, and the Chancellor's Office.

Because the definition would significantly influence the nature of the master plan, which in turn could, by implication, have considerable influence on both existing and developing instructional programs at the various community colleges in California, it was decided to hold two regional workshops. One would be held in the Los Angeles area for colleges in the southern section of the state, and the other would be held in the San Francisco area for colleges in the northern section of the state. The workshops were implemented through four activities.

The first of these was the formation of a Project Steering Committee to serve in a liason capacity for the cooperating institutions as well as a task management team. (See Appendix A for the Membership of the Project Steering Committee).

The second activity was the formation of groups of cooperating colleges to participate in the workshops. The group in southern California was designated the Southern Consortium and the group in northern California was designated the Northern Consortium. (See Appendix B for colleges involved in the consortia).

Representatives of the consortia colleges were assembled approximately one month before the workshops to assist in planning. The results of these planning sessions were the basis for the final workshop content and structure.

The final activity was the scheduling of workshops, one for the Northern Consortium and one for the Southern Consortium.

III. Summary of Project Tasks

A. Project Steering Committee Activities

Members of the Project Steering Committee met on eight occasions during the project to develop approaches for the achievement of the project objectives and to make interim evaluations of progress. Considerable time was devoted to the development of approaches which would avoid potential obstacles and reduce potential anxieties. The Steering Committee met before and after the workshop planning sessions, and following the workshops.

It was decided to use resource people unrelated to the project at both the workshop planning sessions and the workshop sessions as an effort to reduce the potential for conflict among the consortium participants. It was also decided to provide prepared definitions of public service occupations as a point-of-departure for the entire activity. These preliminary definitions were provided by the California Employment Development Department and the United States Office of Education. (See Appendix C for the text of these preliminary definitions).

B. Consortia Development

One of the first activities of the Project Steering Committee was the establishment of the group of colleges which would cooperate in the preparation of the definition. The colleges selected for invitation were designated by the representatives of the Chancellor's Office who were serving on the Steering Committee. The primary guiding criteria in selection was that the designated college have at least one successful program already in existence in public service occupational education.

Secondary criteria considered such charactertistics as:

1) Organizational assignment of instructional programs
2) Institutional size
3) Nature of service area (metropolitan/suburban/rural).

The California Community College's Chancellor's Office distributed a letter to the designated Colleges announcing the project, requesting their assistance, and inviting them to send a representative to participate in the workshop planning sessions.

C. Workshop Planning Sessions

Two workshop planning sessions were held early in March. Each college in the consortia was asked to send a representative to the respective meetings. The Southern planning session was held in Los Angeles and involved 16 representatives from 10 community colleges and the Chancellor's Office. There were 15 representatives meeting in San Francisco for the Northern session. (See Appendix C for Workshop Planning Participants).

Two objectives had been established for each workshop planning session. The first was to consider preliminary definitions for public service occupations and from this consideration to draft tentative definitions. The second was to establish procedures to be followed at the final workshops.

To provide the planning session participants with an overview of the extent of public service occupation training and education, status reports were given on two studies concerned with the issues. Both dealt with the emergence of programs involving the employment of persons as human service workers.

The first study was reported by Dr. Jack Mahon, a consultant employed by Palomar College. The Palomar project attempted to determine overall needs for human service practitioners in the Northern San Diego County area. The findings indicated substantial opportunities for employment in human services, increasing demand for such personnel in the opinion of potential employers and general agreement that a two-year community college program would provide adequate education and training to fill the needs represented by these jobs. It was also noted that there was considerable confusion over the term "paraprofessional" employment, both in the minds of employers and employees.

The second report was presented by Lonna Bloedau, coordinator of the California State University, Sacramento, Human Service Career Development Project. This project was similar to the Palomar study, the essential difference being the demographics of the study area, rural-suburban and metropolitan. The study involved an employment market survey based upon a task analysis form. An operational definition of paraprofessional human service employment was adopted. Such employment was associated with individuals hired to work on a one-to-one basis with a client, as a member of a service-delivery team. The project findings indicated confusion as to what a public service paraprofessional is in the minds of both employers and employees, as well as a distinction between what tasks were significant in the fulfillment of job objectives in this category.

Following these presentations, two preliminary definitions of public service occupations were presented. One reflected a labor market potential for public service employment perspective. This had been developed by the California Employment Development Department. (See Appendix D). This definition emerged from a consideration of vocational clusters associated with the variations in specific preparation and general education development required by employers for entry assignments.

An alternative definition, reflecting a broader concept of public service occupations, was then presented. This second definition was derived from U. S. Office of Education sources. (See Appendix E).

In the considerable discussion following these presentations, the session participants generally agreed that neither definition was appropriate for the purpose of developing a state-wide master plan. Attention was called

to the implications of the multidisciplinary linkages potentially involved in the development of programs associated with either definition. Additional discussion considered the differences between describing and defining public service occupational education.

Following a recess the participants proceeded to consider the defintions presented previously, during which modified tentative statements were developed which were considered more appropriate than either of the originals. The Southern California session produced three such trial statements. The Northern California session agreed on one. (See Appendix F, the Northern session, statement is #1, the Southern session statements are #2, 3 and 4).

Each session then engaged in a discussion regarding procedures to be followed leading to the final workshops. It was concluded that:

1. Planning participants would take the definitions developed back to their respective institutions and through discussions with interested parties at their institutions new definitions would be developed.
2. These definitions would be used as the basis for development of a consortium consensus definition at the final workshops.
3. Efforts would be made to engage as many interested parties in the final workshops from the respective institutions as possible.
4. Agreement that the final workshops would be to establish a consensus definition for public service occupational education by the participating consortium colleges.

D. Workshops

The experience gained from the planning workshops resulted in a decision by the Steering Committee to obtain the assistance of a trained facilitator who would assist the workshop participants in the concluding definition exercise. Dr. Richard Batdorf was retained for this purpose. Dr. Batdorf met with members of the Steering Committee to review the planning workshop activities and to determine appropriate procedures to be used in the final workshops. It was decided to initiate the final workshop discussions with description of public service occupation programs in being at the colleges represented. This discussion was to provide an opportunity for an expression of common concerns as well as identification of similarities. Following this exercise the participants would screen and rate the institutional definitions submitted by the respective colleges. Those definitions most highly rated would then be used as the basis for revision to produce a consensus consortium definition. It was anticipated that this approach would be most effective for achievement of the four specific objectives which were for each final workshop session. These objectives were:

1. To produce a consensus definition for each consortium.
2. To avoid conflict and to minimize anxiety while achieving consensus.

3. To inventory activities characteristic of exising public service occupation programs.

4. To review the organizational characteristics of existing public service occupational programs.

The two workshops involved 29 participants. There were eight colleges represented at the Southern session and six colleges at the Northern session. (See Appendix G). The procedures followed in each session were identical, as outlined above.

The inventory of public service occupation education programs in being at the participating colleges resulted in a list of 51 discrete designations. Although there were many overlapping qualities, the preliminary grouping resulted in twelve clusters of related programs. (See Appendix H).

Following the preparation of the inventory, the participants were given worksheets of 10 insitutional definitions which had been submitted to the Project Steering Committee by the consortia colleges. Each participant was told to rank the four best of those presented. After the rankings had been tabulated, the statement receiving the greatest support was adopted as the text to be used as the basis for the preparation of the consortium consensus definition. The participants then proceeded to develop the necessary statement in a deliberate fashion, weighing the significance of each word.

The Southern California definition read as follows:

"Public Service Occupational Education in community colleges is defined as those specialized occupations principally found in government and private agencies that render services essential to public safety and welfare, excluding apprenticeable trades, and occupations generally applicable to business and industry."

The Northern California Consortium definition read as follows:

"Public Service Occupational Education in the community college is defined as instruction which prepares people to perform duties and to understand responsibilities necessary to accomplish the functions performed by governmental and other public or private agencies in the interests and service of public safety and general welfare."

E. Workshop Evaluation

Each of the four basic objectives for the workshop session was achieved. Each consortium constructed a definition. The results of a follow-up survey of participant reactions indicated they felt comfortable with the definitions developed. (See Appendix I). Participant interaction during the workshops suggested no significant anxieties were experienced by the individuals concerned. The inventory of existing public service occupation education programs also revealed the common forms of organizational assignment of such programs in the Consortia colleges.

The Project Steering Committee identified a number of issues which would have to be considered in future activities of the respective consortium. These include the clarification of the relationship of the emerging master plan to the present organization of the Chancellor's Office as well as to the implications a master plan would have on existing programs and proposed programs in public service occupational education in California's community colleges. Another issue deals with the procedures to follow in preparing a master plan without becoming caught up in organizational rivalries among units in existence at colleges which are competing for scarce developmental resources. This consideration leads to an appraisal of whether such program development should be a function of a market analysis or the availability of external funding. *

It was also determined that future broad-based involvement of consortia participants would have to be for more specific and concrete purposes than the present exercise.

Members of the Project Steering Committee prepared a synthesis definition of public service occupation education based on the consensus consortia definitions. The text of this definition reads as follows:

> Public service occupation education in the community college is defined as instruction which prepares people to perform duties and to understand responsibilities necessary to accomplish the functions performed in those specialized occupations found principally in governmental and other public or private agencies which render services in the interest of public safety and general welfare, excluding apprenticeable trades, and occupations found generally applicable to business and industry.

*_Editor's Note_

Another issue is the need to clearly differentiate between jobs, courses and programs in identifying public service occupation offerings. In the organizational grouping model (Appendix H), it is obvious that this distinction frequently has not been made. Comprehensively defined programs should accomodate a variety of job designations and splinter-courses evolved to handle short-term needs. Such definitions reduce the possibility that special courses and temporary job training activities will be perpetuated beyond their useful life simply because they appear to be bona fide programs.

(Re. Appendix H) (a) Medically-related occupations have not been included in the listing of Public Service Programs since most already exist under well established organizational structures and most come under special regulations for governance. (b) Since airline, aviation and military science occupations do not fit within the definitions accepted by the consortia participants, they have been omitted from the PSO list.

APPENDIX A

Project Steering Committee

Roger Boedecker, Chairman, Social Science Division, Moorpark College

Charles Dahl, Associate Dean of Instruction, Career Education, Ventura College

Mary E. DeNure, Specialist, Public Service Occupations, Chancellor's Office, California Community Colleges

Dr. William Lawson, Assistant Superintendent, Ventura County Community College District

Larry G. Lloyd, Associate Dean of Instruction, Vocational, Moorpark College

Griffin R. McKay, Chairman, Public Services Division, Ventura College

Dr. Hilding E. Nelson, Coordinator, Special Projects, Mt. San Jacinto College

Win Silva, Specialist, Criminal Justice Education & Training, California Community Colleges Chancellor's Office

APPENDIX B

Consortia Colleges

Northern Region	Southern Region
American River College	Allan Hancock College
Canada College	Chaffey College
Chabot College	Long Beach City College
College of the Siskiyous	Moorpark College
Indian River College	Pasadena City College
West Valley College	Rio Hondo College
	San Bernardino Valley College
	Santa Monica College
	Ventura College

63

APPENDIX C

Planning Workshop Participants

Southern Region (March 5, 1975)

Donald E. Dawson, Instructor
Adm. Justice
Rio Hondo College
3600 Workman Mill Road
Whittier, CA 90608
(213) 629-0921

Brian McBride, Adm. & Instructor,
Adm. Justice
Allan Hancock College
800 S. College Dr.
Santa Maria, CA 93454
(805) 922-7711

Ralph A. Porter, Dean, Voc. Ed.
Chaffey College
5885 Haven Ave.
Alta Loma, CA 91701
(714) 987-1737

Donald H. Scott, Dept. Head
Public Serv. Occup.
Long Beach City College
4901 East Carson St.
Long Beach, CA 90808
(213) 420-4111

Merle L. Schwartz, Supervisor
Long Beach City College
4901 East Carson St.
Long Beach, CA 90808
(213) 420-4111

Harry Smith, Dean, Voc. Ed.
San Bernardino Valley College
701 S. Mt. Vernon Ave.
San Bernardino, CA 92403
(714) 885-0231

Vernon G. Spaulding, Supervisor
Pasadena City College
1570 E. Colorado Blvd.
Pasadena, CA 91106
(213) 578-7123

Northern Region (March 7, 1975)

Harry Beck, Dean of Instruction
College of Siskiyous
800 College Avenue
Weed, CA 96094
(916) 938-4463

Jerry Burroni
Indian River College
720 Ignacio Boulevard
Novato, CA 94927
(415) 883-5921

Philip E. DeMarco, Dean of Occ. Ed.
West Valley College
14000 Fruitvale Ave.
Saratoga, CA 95070
(408) 867-2200

Ted Gilman, Asst. Dean Instr.
Occupational Education
Canada College
4200 Farm Hill Blvd.
Redwood City, CA 94061
(415) 364-1212

M. E. Pratt
Canada College
4200 Farm Hill Blvd.
Redwood City, CA 94061
(415) 364-1212

Dr. Louis Quint, Asst. Dean
Occupational Education
American River College
4700 College Oak Drive
Sacramento, CA 95841
(916) 484-8011

Marty Silberstein, Adm. Asst.
Cal. State Univ., Sacramento
6000 J Street
Sacramento, CA 95819
(916) 454-6113

Robert Wood
Chabot College
25555 Hesperian Blvd.
Hayward, CA 94545
(415) 782-3000

APPENDIX C

Planning Workshop Participants (cont.)

Consultants

Lonna Blodeau, Consultant
Human Services
Cal. State University, Sacramento
6000 J Street
Sacramento, CA 95819
(916) 454-6113

Jack Mahan, Consultant
Human Services
Palomar College
1140 W. Mission
San Marcos, CA 92069
(714) 727-7550

Mary E. DeNure, Specialist
Public Service Occupations
Community College Chancellor's Office
1238 S Street
Sacramento, CA 95814
(916) 445-8752

Win Silva, Specialist
Criminal Justice Education & Training
Community College Chancellor's Office
1238 S Street
Sacramento, CA 95814
(916) 445-8752

Roger Boedecker, Chairman,
Social Sciences Division
Moorpark College
7075 Campus Road
Moorpark, CA 93021
(805) 529-2321

Griffin R. McKay, Chairman,
Public Services Division
Ventura College
4667 Telegraph Road
Ventura, CA 93003
(805) 642-3211

Dr. William H. Lawson
Assistant Superintendent
Ventura County Community College
District
71 Day Road
Ventura, CA 93003
(805) 642-0161

Dr. Hilding E. Nelson
Special Projects Director
Mt. San Jacinto College
21400 Highway 79
San Jacinto, CA 92383
(714) 654-7321

APPENDIX D

Public Service Occupations Definition

(Prepared by Miss Odessa Dubinsky, Chief, Southern California Employment Data and Research Division, Employment Development Department -- reviewed by members of COG.)

PUBLIC SERVICE OCCUPATIONS ARE THOSE:

(1) Found in local, state, and Federal government activities that are usually confined to government and only infrequently are found in other industrial categories,

(2) For which post-high school preparation of one or more years is required in accordance with the Specific Vocational Preparation level designated by the U.S. Department of Labor Dictionary of Occupational Titles,

(3) Which typically encompass the performance of duties necessary to accomplish the specialized functions of government agencies at all levels but excluding military services, apprenticeable trades, and occupations generally applicable to any other industry.

Typical of the occupational activities are: police and fire protection, legislative, judicial, and administrative services, food and drug inspection, street maintenance, and tax collection.

APPENDIX E

Public Service Occupations Definition

(USOE)

PUBLIC SERVICE OCCUPATIONS can be defined as those necessary to accomplish the missions of local, county, state, and federal government except for military service. These missions reflect the services desired or needed by individuals and groups and are normally performed on a nonprofit basis and supported by tax revenues (Burnes, 1972).

Two broad classifications of these occupations are human services and municipal services. Human service activities are oriented toward developing productive members of society through social service, gerontology, library/media assistance, instruction, and other programs. Municipal services include all occupations involving guardianship, maintenance, such as administrative justice, city planning, fire science, governmental management, and recreation leadership.

Since law enforcement and fire science are already well known, five "new" fields will be selected to illustrate the career opportunities in the public services.

APPENDIX F

Working Definitions

Definition 1

Public Service Occupations are those:

1. Found in local, state and federal government activities that are typical of government but may also be found in other industrial categories.

2. For which post-high school preparation of one or more years is required in accordance with the Specific Vocational Preparation level designated by the United States Department of Labor Dictionary of Occupational Titles.

3. Which typically encompasses the performance of duties necessary to accomplish specialized functions of government activities at all levels but excluding uniformed military occupations, apprenticeable trades, and all occupations generally applicable to any other industry.

4. Two broad classifications of these occupations are Human Services and Governmental Services. Human Services activities are oriented toward developing productive members of society through social work, gerontology, library/media assistants instruction and other programs. Governmental services include all occupations involving guardianship, maintenance and improvement of the public domain for the general welfare of society, such as administrative justice, city planning, fire science, governmental management and recreation leadership.

Definition 2

Public Service Occupations are those that are necessary to accomplish the missions normally performed by federal, state and local government agencies that render services essential to the public safety, health or welfare.

Definition 3

Public Service occupations can be defined as those necessary to accomplish the missions of local, state and federal government, as well as specific areas of private industry which provides a public service to individuals or groups in the interests of public safety or welfare.

Definition 4

Public Service occupations are primarily confined to government and non-profit entities and typically encompass the performance of duties necessary to accomplish the specialized functions of government and non-profit agencies at all levels.

APPENDIX G

Consortia Participants

Southern Region (April 16, 1975

Larry Lloyd
Moorpark College
7075 Campus Road
Moorpark, CA 93021
(805) 529-2321

Jack Toothaker
Pasadena City College
1570 E. Colorado Blvd.
Pasadena, CA 91106
(213) 578-7123

Vernon Spaulding
Pasadena City College
1570 E. Colorado Blvd.
Pasadena, CA 91106
(213) 758-7123

Beverly Benjamin
Chaffey College
5885 Haven Ave.
Alta Loma, CA 91701
(714) 987-1737

Henry Childs
Chaffey College
5885 Haven Ave.
Alta Loma, CA 91701
(714) 987-1737

Ralph Porter
Chaffey College
5885 Haven Ave.
Alta Loma, CA 91701
(714) 987-1737

Don Scott
Long Beach City College
4901 E. Carson St.
Long Beach, CA 90808
(213) 420-4111

Mark Schwartz
Long Beach City College
4901 E. Carson St.
Long Beach, CA 90808
(213) 420-4111

Joseph Michaels
Rio Hondo College
3600 Workman Mill Rd.
Whittier, CA 90608
(213) 692-0921

Russell Lewis
Santa Monica College
1815 Pearl Street
Santa Monica, CA 90405
(213) 392-4911

Brian McBride
Allan Hancock College
800 S. College Dr.
Santa Maria, CA 93454
(805) 922-7711

Northern Region (April 18, 1975)

Will Solomon
American River College
4700 College Oak Dr.
Sacramento, CA 95841
(916) 484-8011

Ben Kilpack
Canada College
4200 Farm Hill Blvd.
Redwood City, CA 94061
(415) 364-1212

Margaret Arnold
Canada College
4200 Farm Hill Blvd.
Redwood City, CA 94061
(415) 364-1212

Mel Pratt
Canada College
4200 Farm Hill Blvd.
Redwood City, CA 94061
(415) 364-1212

Harry Beck
College of the Siskiyous
800 College Ave.
Weed, CA 96094
(916) 938-4463

Bob Hunter
Chabot College
2555 Hesperian Blvd.
Haywood, CA 94545
(415) 782-3000

Bob Wood
Chabot College
2555 Hesperian Blvd.
Haywood, CA 94545
(415) 782-3000

Jannez Pierucci
West Valley College
14000 Fruitvale Ave.
Saratoga, CA 95070
(408) 867-2200

Don Johnson
West Valley College
14000 Fruitvale Ave.
Saratoga, CA 95070
(408) 867-2200

Phil DeMarco
West Valley College
14000 Fruitvale Ave.
Saratoga, CA 95070
(408) 867-2200

Doug Hawkins
Golden Gate University
536 Mission St.
San Francisco, CA 94105
(415) 391-7800

APPENDIX G

Consortia Participants (cont.)

Consultants

Dr. Richard Batdorf
Dept. of Guidance
Calif. State University, L. A.
5151 State University Dr.
Los Angeles, CA 90032
(213) 224-0111

Roger Boedecker, Chairman,
Social Sciences Division
Moorpark College
7075 Campus Road
Moorpark, CA 93021
(805) 529-2321

Griffin R. McKay, Chairman,
Public Services Division
Ventura College
4667 Telegraph Road
Ventura, CA 93003
(805) 642-3211

Mary E. DeNure, Specialist
Public Service Occupations
Community College Chancellor's Office
1238 S Street
Sacramento, CA 95814
(916) 445-8752)

Win Silva, Specialist
Criminal Justice Education & Training
Community College Chancellor's Office
1238 S Street
Sacramento, CA 95814
(916) 445-8752

Dr. Hilding E. Nelson
Special Projects Director
Mt. San Jacinto College
21400 Highway 79
San Jacinto, CA 92383
(714) 654-7321

APPENDIX H

Public Service Programs, Organizational Groupings
(A composite model of existing structures)

ADMINISTRATION OF JUSTICE

Law Enforcement
Court Reporting
Corrections
  (Custodial, Parole, Probation)
Para-legal
Industrial Security
Traffic Safety

HUMAN SERVICES

Human Service Worker
Mental Health Asst.
Psych. Tech.
Substance Abuse
Psych. Services
Biofeedback Tech.
Behavioral Mod Tech.
Advanced Group Worker
Community R & D Aide
Volunteer Program Management
Foster Parents
Social Service Tech.
Community Service Worker
Rehabilitation Aide
Peer Counseling Aide
Geriatric Tech.
Social Service Tech.
Residential Care Att.
Social Welfare Aide
Developmental Disabilities

RECREATION

Park Management
Tourism
Therapeutic Recreation
Recreation Assistant
Recreation Tech.
Recreation Leader

EDUCATION

Instructional Aide/Associate
Early Childhood
Special Education Assistant
Nursery School Attendant
Library/Media Tech. Assistant

GOVERNMENTAL SERVICES

City/Urban Planning
Governmental Administration
Fire Sciences

APPENDIX I

Consortia Participant Evaluation Summary

Item 1: Participant conception of the scope of the basic P.S.O. definition evolved during the workshop as adequately encompassing existing and probable future related courses/programs.
RESPONSES: 71% yes; 29% possible; 0% no

Item 2: Participant conception of a need or desire to implement change to evolve a uniquely recognizable P.S.O. curriculum.
RESPONSES: 26% yes; 27% possible; 47% no

Item 3: Participant conception of feasibility of evolving a distinct department or section to house all P.S.O. courses or curriculum.
RESPONSES: 17% yes; 45% possible; 38% no

PARTICIPANT EVALUATION

Initial GM/IA Workshops

(1st day) Goal setting and Orientation (Ref., Table 2)

Data Summary

Item	Strongly Agree Rank 4	3	2	Str. Disagree Rank 1	N	M
1.	9	15	2	0	26	3.27
2.	10	11	3	1	24	3.33
3.	10	15	2	1	26	3.38
4.	6	12	7	1	25	3.00
5a.	5	10	11	0	26	2.77
5b.	6	11	6	0	23	3.00
5c.	14	6	4	1	25	3.32
5d.	10	8	6	0	24	3.17
6.	6	13	4	0	23	3.18

(Rank 4 = 100% agreement; #3 = 67%, #2.5 = 50%)

Interpretations

Item 1 — There appeared to be a clear definition of the workshop purposes — approximately 79% agreement.

Item 2 — About 80 percent of the participants could identify personal goals within the workshop purposes stated.

Item 3 — About 80 percent of the respondents agreed that workshop procedures were clearly defined.

Item 4 — Two-thirds agreed that workshop procedures were typically followed as defined. However, some specific variation to suit participant interests and needs was noted and approved of by one-third of the respondents.

Item 5 — Values gained from initial small-group activities.

a) There was not strong agreement that activities helped clarify personal goals and values of participants, per se — about 60% agreement that it was of value. One person commented, "...not needed."

b) Reasonably strong agreement (67%) that these activities assisted in clarifying personal goals in relation to the workshop. Two participants commented that it was extremely helpful.

c) About 80% agreement that the activities helped develop new ideas or directions to apply after leaving the workshop.

d) There was a strong belief (about 78%) that the small group activities improved participant understanding of his role in curriculum improvement at his institution.

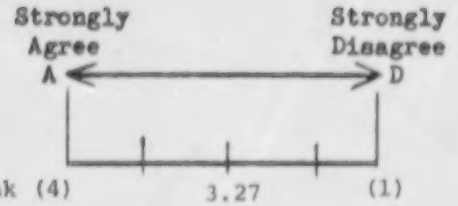
Item 6 — More than 78% agreed that the first day activities were important to develop a strong and clear concept of personal goals in relation to proposed workshop activities. One individual could not "understand" the small group process activity.

Table 2

REVIEW AND COMMENTS (1st day)

Date_____

Rate each statement below by placing an "X" along the continuum line following the statement. Add any comments in spaces provided.



1. The workshop purposes were clearly defined . . . . .
   (comments)_____
   Rank (4) 3.27 (1)

2. Workshop purposes appear to include my personal aims in attending this workshop 3.33
   (comments)_____

3. Workshop procedures were clearly defined 3.38
   (comments)_____

4. Workshop procedures were followed as defined 3.00
   (comments) Some deviation to suit participant needs was noted and applauded.

5. The small group activities helped me:
   a. clarify personal goals and values 2.77
   b. clarify goals and values I wish to achieve during the workshop 3.00
   c. develop new ideas or directions to work toward after leaving this workshop 3.32
   d. understand my role in curriculum improvement at my local school 3.17
   (comments) Helped clarify and identify participants objectives more clearly; 1 negative comment, "not needed." (2)

6. Small group activity Parts I, II and III were all important to developing a strong and clear concept of personal goals to be achieved during the workshop 3.18
   (comments) one person expressed inability to comprehend III (small-group process).

(Feel free to make further comments about the workshop, thus far, on the reverse side of this sheet. What factors will improve future workshops?)

(2nd day) Assessment of Competency Based and Graphics Activities (Ref., Table 3)

Data Summary

Item	Str. Agree Rank 4	3	2	1	N	M
1.	5	5	2	0	12	3.25
2.	6	5	1	0	12	3.41
3.	3	6	2	1	12	2.92
4a.	4	5	3	0	12	3.08
4b.	4	5	2	1	12	3.00
4c.	3	6	2	1	12	2.92
5.	7	1	1	0	9	3.67
6.	6	2	2	0	10	3.40
7.	5	2	2	0	9	3.33
8.	4	1	3	0	8	3.13

(Rank 4 = 100% agreement; #3 = 67%; #2.5 = 50%)

Interpretations

Competency Based Education (items 1-4c)

Strongly enabled participants to develop new ideas (75% agreement) and new skills (80% agreement) -- especially in the identification/specification of competency tasks (68%) and conditions of performance (67%). The activity did not as strongly promote comprehension of ways to deal with currently unmeasurable objectives (63%), nor with performance criteria identification and specification (63%).

Graphics Activities (items 5-8)

There was general agreement (80-90%) that the graphics activities increased the skills (90%) and knowledge (80%) and probability that participants will use (78%), and encourage others to use (71%) the techniques demonstrated. One participant wanted more direct participation opportunity and three definitely stated intent to use the techniques.

Table 3

REVIEW AND COMMENTS (2nd day)

Date May 30, 1974

Rate each statement below by placing an "X" along the continuum line following the statement. Add any comments in the spaces provided.

The workshop activities in COMPETENCY BASED EDUCATION: Rank (4) (1)

1. provided new ideas that I can use to specify curriculum or course content in more precise terms 3.25
2. provided new skills I can use to help staff or associates prepare competency based objectives 3.41
3. demonstrated managable ways to deal with competencies that are important but currently unmeasurable . . . 2.92
4. increased my skills in: 3.08
   a. identification/specification of competency tasks
   b. expressing conditions of performance 3.00
   c. criterion identification/specification 2.92

(comments on 1-4)

Not "ready" for such specificity (1).

Not well understood (1).

Not "new" but increased my capabilities (2)

The workshop activities in GRAPHICS:

5. increased my skills in the preparation of instructional and communication devices 3.67
6. improved my knowledge and skills in the use of instructional devices 3.40
7. increased the probability that I will use the techniques demonstrated following the workshop . . 3.33
8. increased the probability that I will encourage and help other educators to prepare and use demonstrated techniques 3.13

(comments on 5-8)

Preferred more direct participation (1).

Definitely will use (3).

(Complete items on next page)

(Final Activity) Total Workshop Evaluation (Ref., Table 4)

Data Summary

Item	Most Imp. Rank 3	2	Least Imp. Rank 1	N	M
1. (SG)	8	4	3	15	2.33
(CB)	6	3	4	13	2.15
(Gr)	2	6	3	11	1.91
2. (SG)	8	4	2	14	2.43
(CB)	5	5	3	13	2.15
(Gr)	4	3	4	11	2.00
4. A1	5	5	3	13	2.15
A2	6	5	2	13	2.31
A3	2	6	4	12	1.83
A4	5	4	0	9	2.56
A5	6	4	0	10	2.60
4. B1	7	6	0	13	2.54
B2	9	3	1	13	2.62
B3	7	5	1	13	2.46
B4	5	4	1	10	2.40
B5	4	6	1	11	2.27

(Rank 3 = 100% agreement; #2.5 = 75%; #2.3 = 67%; #2 = 50%)

Item 3: SG, 6 (43%); CB, 6 (43%); Gr, 2 (14%)

Interpretations

Item 1 -- values of workshop segments for current participant duties.

A strong (67%) and the greatest importance was accorded to the small group (goal identification and setting) activities of the workshop. The competency based education (58%) and graphics activities (46%) were notably less important.

Item 2 -- anticipated future values of workshop segments.

Again the small group process (72%) was deemed most valuable for future use. In fact, it was held more important in the participants future, than in fulfilling participants' current needs. Competency based education (58%) and the graphics activities (50%) were not cited as notably important in the participants' future.

Item 3 -- Segments participants would have liked to spend more time working on during the workshop.

The respondents showed equal desire (43%) to have spent "more time" in small group process and competency based activities. The graphics activities apparently were allotted sufficient time.

Item 4 -- Rating workshop purposes coverage in relation to participants' need (based on importance to participants' work).

The participants . . .

a) expressed an important need (77%) to develop a suggested curriculum structure for associate degree programs and did not feel that this was adequately covered (58%) in the workshop.

Table 4

REVIEW AND COMMENTS (total workshop)

My major responsibility in my school (or district) is:

10 teaching; 2 teacher supervisor; ___ administrator; ___ instructional dean or specialist; 2 guidance/counseling; other (specify) (1) Coord./Health Education.

1. Rank the importance of each workshop segment as it relates to your regular school responsibility (1-most important; 2-less important; 3-unimportant).

   2.33 The Small Group Process (1st day's emphasis).

   2.15 Competency Based Education.

   1.91 Graphics.

2. Rank the importance of each workshop segment as you expect it to be useful in your own educational future (1-highly important; 2-of some value; 3-unimportant).

   2.43 The Small Group Process.

   2.15 Competency Based Education.

   2.00 Graphics.

3. Which segment would you have liked to spent more time working on?

   6(43%) Small Group Process; 6(43%) Competency Based Education; 2(14%) Graphics.

4. Rate the basic PURPOSES of the workshop:

   . . . in blank A for coverage (1-comprehensive; 2-adequate; 3-needs more emphasis).

   . . . in blank B for importance in your work (1-important; 2-somewhat important; 3-unimportant).

(A) Coverage	(B) Import.	Purpose
2.15	2.54	To develop a suggested curriculum structure for the associate degree program that is appropriate for California Community Colleges.
2.31	2.62	To develop plans for implementing all or a part of the curriculum in my local community college(s).
1.83	2.46	To develop measurable and currently unmeasurable statements of competency for selected segments of courses in the curriculum.
2.56	2.40	To develop graphic materials for use in instruction and the implementation of the curriculum.
2.60	2.27	To demonstrate methods of implementing motivational techniques in the instructional program through the Self-Actualization process.

5. Comments on Workshop content for future workshops: More time spent on: Curriculum content (1) "rap-time" (2), Group process (3); Competency-Based (1); Grouping by school's developmental status.
   (continue on back of sheet, if desired)

6. Comments on Workshop procedures and accommodations: Kudos (2); dissatisfaction with large-group meetings (1); accommodations good (2); workshop approach "best" for persons entering or starting-out the curricula.

(Final Activity) continued

b) expressed a strong need (82%) to implement curriculums or courses in their institutions, and felt that the workshops adequately (66%) provided coverage related to this need.
c) expressed a definite need (74%) to develop measurable/unmeasurable objectives for courses or curricular segments, but felt that opportunity to do so was not adequately provided (42%) during this workshop. (The need for more time to accomplish this "purpose" is suggested in Item 3, above.)
d) strongly identified a need (70%) to develop graphics materials for instruction/curriculum implementation, and agreed it had been adequately covered (78%) in the workshop.
e) stated a moderate need (64%) to use the Self-Actualization (small group) process for motivating instructional programs, and generally agreed (80%) that the process had been adequately covered during the workshops.

Item 5 -- Comments for consideration in planning future workshops.

a) emphasise curriculum content -- 1 participant
b) provide optimum amount of participant personal interaction time -- (2)
c) more involvement in the small-group process -- (3)
d) group participants in relation to their own, and their institution's developmental status

Item 6 -- Comments relating to workshop procedures and accommodations.

a) kudos provided by 2 participants
b) dissatisfied with large-group meetings -- (1)
c) kudos on accommodations -- (2)
d) procedures most suited to persons "new" in the topical areas of the workshop

REVISED INSTRUCTIONAL ASSOCIATE AND GOVERNMENTAL MANAGEMENT WORKSHOPS

The following evaluation analysis has been derived from questionnaires completed by workshop participants subsequent to each workshop. The workshops are herein analyzed separately with the composite data shown in Table 5 for the Governmental Management Workshop of October 31-November 2; and in Table 6 for the Instructional Associate Workshop of October 17-19.

GOVERNMENTAL MANAGEMENT WORKSHOP

ITEM 1 - The nature of the respondents (100% population)

a) 9 teachers: 1 in public administration, 3 in economics or business, 3 in social sciences, 1 with field unidentified.

b) 3 deans: occupational education, administrative services, continuing education.

c) 5 supervisors or coordinators including: chairmen of a social science division, of a public service department, of business education; an assistant division chairman; a coordinator of government services.

ITEM 2 - Attendance

a) 76 percent attended all sessions.

b) 88 percent attended at least 1½ days.

ITEM 3 - Participation motives

a) 25% anticipate involvement in starting GM programs or courses in the future.

b) 21% have an interest in initiating GM programs, but have no institutional commitment to do so at the moment.

c) 30% want to expand or improve current courses or programs.

d) While 25% indicated "other" motives, such motives were not specified in terms other than those stated above.

e) Comments: 1 participant was seeking a broader approach than "management;" two others indicated specific intent to "prod" their administrations to initiate programs.

ITEM 4 - Participant achievements

a) Overall: 55% gained new information; 84% gained new information or increased their information on the topics covered.

b) Greatest new information gains were: GM job opportunities (69%), resources to establish programs (69%), selling the GM program to schools or staff (65%), funding programs (59%), identifying existing programs (58%), GM program content (53%) and vertical articulation (53%).

Table 5

GOVERNMENTAL MANAGEMENT WORKSHOP
Sacramento, CA.

October 17-19

1. Your main educational responsibility? (Political Science Teacher, or . . .)

9 teachers, 3 deans, 5 supervisor/coordinators

2. Check the workshop sessions you attended.

Friday a.m. *15* Friday p.m. *15* Saturday a.m. *13*

3. Your school's (or district's) Governmental Management development status?

N	%	
5	21	(a) some interest, not committed
6	25	(b) planning to start G.M. courses or program
4	17	(c) now offer some relatable courses, want to expand offerings
0	0	(d) have an on-going program
3	13	(e) want to expand or improve on-going program
6	25	(f) other (please specify) *1 seeking broader mgt. approach; 2 planning to "prod" administration to start program; others fit within sub-items a-e above.*

4. What have you accomplished by attending this workshop? (Please check appropriate blanks for each item.)

INFORMATIONAL GAINS				
INFORMATION TOPICS	A New Info. Gained	B Increased Present	A+B %	Nothing New
a) Existing Gov't Mgt. Programs?	*11 (58%)*	*8 (42%)*	*100*	
b) Content for Gov't Mgt. Programs? . .	*10 (53%)*	*9 (47%)*	*100*	
c) G. M. Job Opportunities?	*11 (69%)*	*3 (19%)*	*88*	*2*
d) Recruiting G. M. students?	*7 (47%)*	*2 (13%)*	*60*	*6 (40%)*
e) Resources available to help establish & promote G. M. programs?	*11 (69%)*	*4 (25%)*	*94*	*1*
f) Obtaining Intern or Work-Experience work stations?	*8 (50%)*	*4 (25%)*	*75*	*4*
g) Obtaining G. M. teachers?	*5 (31%)*	*3 (19%)*	*50*	*8 (50%)*
h) Selling G. M. program concepts to your school board or staff?	*11 (65%)*	*3 (18%)*	*83*	*3*
i) G. M. program funding sources? . . .	*10 (59%)*	*4 (23%)*	*82*	*3*
j) Horizontal articulation?	*8 (47%)*	*7 (41%)*	*88*	*2*
k) Vertical articulation?	*10 (53%)*	*8 (42%)*	*95*	*1*
AVERAGE	*102 (55%)*	*55 (29%)*	*84*	*30 (16%)*

COMMENTS: *1 familiar with c,d,e,g,i & j but importantly better informed on status and development of GM programs; another would have liked more information on GM programs content.*

5. Evaluation of the workshop process.

	Satisfactory N	Satisfactory %	Could Have Been Better
a) The format was conducive to getting your questions answered?	17	100	
b) You felt personally involved in most activities?	17	94	1
c) Food and/or housing?	16	94	1
d) Meeting room conditions?	15	94	1
e) Audio & visibility characteristics?	14	88	2
f) The pace of the program?	16	94	1

g) Other? (Specify) *None applicable*

6. Presentations

a) Amount of information presented?

15 (100%) O.K.; *0* too general; *0* too specific or limited.

b) Information pertinence to your needs or expectations?

11 (73%) O.K.; *4* met some; *0* met none.

c) Presenters capabilities?

14 (100%) O.K.; *0* communicated poorly; *0* did not relate to governmental management programs. (Please specify presentation if you check any blank except O.K.) *1 expected somewhat different workshop content.*

7. Which 1 facet of the program was most valuable for your purposes? Why?

(54%) information on existing programs and content

(12%) how to establish GM programs

(12%) identification of and demonstrating GM program needs

(6%) articulation

8. Which 1 facet was least valuable? Why?

(47%) information on OSHA

(29%) information on Affirmative Action

(12%) school/government relations *(6%) assessment labs*

9. What would be the best timing for a conference of this sort?

a) Did the evening pre-session serve an important function? *10* yes; *0* no.

(comments) *(40%) recommended its use, lightly structured, to set workshop tone.*

b) What two workshop days would be the easiest for you to attend?

2 M-T; *1* T-W; *2* W-Th; *7 (37%)* Th-F; *7 (37%)* F-Sat.

c) Suggestions to increase recruitment for future curriculum-oriented conferences.

Get announcements directly to probable participants.

No Saturday sessions (contradicts responses in "a" above).

Provide broader background information on programs and development processes with workshop applications.

10. Please make additional comments or suggestions on a separate page.

Non-applicable to workshop functions and purposes.

c) The least information was gained in: obtaining GM teachers (50%) and recruiting GM students (40%).

d) Comments: One participant found little new to him in sub-items c, d, e, g, i and j -- but gained immensely in comprehending the status of GM program development; another would have liked to have obtained more information on GM program content.

ITEM 5 - Workshop processes

a) Participants were highly satisfied with the workshop processes and opportunities for personal involvement.

b) The only process sector receiving less than a 94%-satisfactory response was the audio-visibility conditions, which still rated 88%.

ITEM 6 - Presentations

a) 100% expressed satisfaction with the quantity of information provided in the workshop.

b) 73% indicated that the information was generally pertinent to their needs or expectations; 100% felt they met some or most needs or expectations. Only one person "expected a different content."

ITEM 7 - Most valuable program segments

a) (59%) information on existing programs and content.

b) (12%) how to establish GM programs.

c) (12%) identifying/demonstrating needs for programs.

d) (6%) articulation.

ITEM 8 - Least valuable segments

a) (47%) information on OSHA.

b) (29%) information on Affirmative Action.

c) (12%) school-government relations.

d) (6%) assessment labs.

ITEM 9a - Evening pre-session values

a) 100% attending approved.

b) 40% specifically recommended its values for improving participant interaction and becoming oriented to the workshop (but with minimal structuring).

9b - Best two-day segments for workshops

a) 37% opted for Thursday-Friday.

b) 37% opted for Friday-Saturday.

c) Least desirable segment appears to be Tuesday-Wednesday (5%).

9c - Suggestions for improving participant recruitment

a) Get announcements directly to persons who are expected to participate.

b) No Saturday sessions (contradicts 9b, above).

c) Provide broader perspective of information along with announcements (i.e., survey or origins and development of successful programs).

ITEM 10 - Additional comments (none constructive or relevant)

INSTRUCTIONAL ASSOCIATE WORKSHOP

ITEM 1 - The nature of respondents (100% population)

a) 4 teachers in instructional associate programs.

b) 6 supervisors or coordinators: 2 for instructional associate programs, 1 career education, 1 vocational education, 1 adult-basic education, 1 whose specific field was not identified.

ITEM 2 - Attendance

a) 50% attendance at all sessions.

b) 90% at least 1½ days.

ITEM 3 - Participant motives

a) 63% want to expand or improve on-going courses or programs.

b) 5% were concerned with initiating new programs.

ITEM 4 - Participant achievements

a) The greatest new informational gains ascribed to workshop participation was noted for: increased knowledge of existing programs (60%); learned about IA program content (56%); and IA program funding sources (44%).

b) Notable gains (new + increased knowledge) were identified for: resources to establish and promote IA programs (80%); IA job opportunities (75%); and horizontal articulation (75%).

c) The least information was gained in: recruiting IA students (56%); and vertical articulation (50%).

ITEM 5 - Workshop processes

Generally satisfactory with limited reservations about the meeting room conditions (80% satisfactory) and the pace of the program (80% satisfactory).

ITEM 6 - Presentations

a) 89% were satisfied with the amount of information presented during the workshop.

b) While the information met some needs of all participants, only 40% expressed positive satisfaction in terms of their individual needs or expectations.

c) 90% expressed satisfaction with individual presenters qualifications and capabilities.

Table 6

EVALUATION

INSTRUCTIONAL ASSOCIATE WORKSHOP

El Segundo, CA

October 31-November 2

1. Your main educational responsibility? (Instructional Associate Teacher, or . . .)

4 teachers, 6 coordinator/supervisors

2. Check the workshop sessions you attended.

Friday a.m. *9* Friday p.m. *9* Saturday a.m. *5*

3. Your school's (or district's) Instructional Associate development status?

N	%	
0	*0*	(a) some interest, not committed
1	*5*	(b) planning to start I.A. courses or program
4	*21*	(c) now offer some relatable courses want to expand offerings
5	*26*	(d) have an on-going program
8	*42*	(e) want to expand or improve on-going program
1	*5*	(f) other (please specify) *Opportunity to discuss bilingual/bicultural instructional associate program recently inaugurated.*

4. What have you accomplished by attending this workshop? (Please check appropriate blanks for each item.)

INFORMATIONAL GAINS				
INFORMATION TOPICS	A New Info. Gained	B Increased Present	A+B %	Nothing New
a) Existing I.A. Programs?	*6 (60%)*	*4 (40%)*	*100*	*0*
b) Content for I.A Programs?	*5 (56%)*	*4 (44%)*	*100*	*0*
c) I.A. Job Opportunities?	*1 (12%)*	*5 (63%)*	*75*	*2 (25%)*
d) Recruiting I.A. Students?	*1 (11%)*	*3 (33%)*	*44*	*5 (56%)*
e) Resources available to help establish & promote I.A. Programs?	*3 (30%)*	*5 (50%)*	*80*	*2 (20%)*
f) Obtaining Intern or Work-Experience Work Stations?	*2 (20%)*	*4 (40%)*	*60*	*4 (40%)*
g) Obtaining I.A. Teachers?	*2 (20%)*	*4 (40%)*	*60*	*4 (40%)*
h) Selling I.A. Program concepts to your school board or staff?	*2 (20%)*	*4 (40%)*	*60*	*4 (40%)*
i) I.A. Program funding sources	*4 (44%)*	*3 (33%)*	*77*	*2 (22%)*
j) Horizontal articulation?	*2 (25%)*	*4 (50%)*	*75*	*2 (25%)*
k) Vertical articulation?.	*1 (12%)*	*3 (38%)*	*50*	*4 (50%)*
AVERAGE	*27 (27%)*	*43 (43%)*	*70*	*29 (29%)*

5. Evaluation of the workshop process.

	Satisfactory N	Satisfactory %	Could Have Been Better
a) The format was conducive to getting your questions answered?	10	100	0
b) You felt personally involved in most activities?	9	90	1
c) Food and/or housing?	10	100	0
d) Meeting room conditions?	8	80	2
e) Audio & visibility characteristics?	10	100	0
f) The pace of the program?	8	80	2

g) Other? (Specify) *None applicable*

6. Presentations

a) Amount of information presented?

8 (89%) O.K.; *1 (11%)* too general; *0* too specific or limited.

b) Information pertinence to your needs or expectations?

4 (40%) O.K.; *6 (60%)* met some; *0* met none.

c) Presenters capabilities?

9 (90%) O.K.; *1 (10%)* communicated poorly; *0* did not relate to Instructional Associate Programs. (Please specify presentation if you check any blank except O.K.) *Articulation; Parent-child communication.*

7. Which 1 facet of the program was most valuable for your purposes? Why?

(30%) IA program initiation and content

(30%) interpersonal information exchange

(20%) documentary information exchange

8. Which 1 facet was least valuable? Why?

(60%) parent-child communication (disbelieved validity and utility of content).

9. What would be the best timing for a conference of this sort?

a) Did the evening pre-session serve an important function? *7* Yes; *1* No.

(comments) *(30%) improve participant interaction; (20%) verify participant interests/needs.*

b) What two workshop days would be the easiest for you to attend?

(14%) 1 M-T; ____ T-W; ____ W-Th; *(29%) 2* Th-F; *(57%) 4* F-Sat.

c) Suggestions to increase recruitment for future curriculum-oriented conferences. *40% stressed need for getting information to the personnel concerned with workshop topics--suggesting a state-developed and maintained listing of "contacts" in schools.*

Repeated informational mailouts prior to workshop.

10. Please make additional comments or suggestions on a separate page.

None applicable to workshop evaluation or improvement.

d) Specific presentation reservations were expressed with the program topics: articulation (1 person) and parent-child communication (1 person).

ITEM 7 - Most valuable program segments

a) (30%) IA program initiation and content.

b) (20%) documentary information exchanged by participants or provided by consultants.

c) (30%) interpersonal informational exchange with other participants and consultants.

ITEM 8 - Least valuable segments

60% disbelieved the value and validity of the parent-child communication activity.

ITEM 9a - Values of evening pre-sessions

a) 30% identified the value of improved participant interaction.

b) 20% identified the value of the opportunity to check out participant interests and needs before commencing workshop activities.

9b - The best two days for workshops

a) 57% listed Friday-Saturday.

b) 29% listed Thursday-Friday.

c) 14% listed Monday-Tuesday.

ITEM 10 - Additional comments (none applicable to evaluation and workshop improvement)

PUBLIC SERVICE OCCUPATION WORKSHOPS

ITEM 1 — The suitability of evolved definitions. (Ref., Table 7)

Response Summary

component	yes	possibly	no
Overall suitability	71%	29%	0%
Current courses/programs	89%	11%	0%
Contemplated courses/progs.	56%	44%	0%
Future possible courses/progs.	64%	36%	0%

Interpretations

The participants...

1. were generally confident that their composite definition would include most PSO-related courses and programs.

2. were especially willing to believe the definition would encompass all existing courses and programs.

3. were least willing to concede that the definition would suffice for certain PSO-related courses or programs they are now contemplating (but not so uncertain that any participant was willing to state that the definition would not suffice).

4. were less reluctant to assume that the evolved definition could encompass new courses or programs of the future (than currently contemplated courses or programs).

ITEM 2 — Initiating change toward identifiable PSO-related structures.

Response Summary

component	yes	possibly	no
Overall change impetus	26%	27%	47%
Changing existing courses to PSO classifications	11%	37%	52%
Initiate a PSO component in existing Sect., Dept., Div.	26%	26%	48%
To include a public services component in instit. structure ...	33%	23%	44%
To include a human services component in instit. structure ...	39%	17%	44%
To include a human public services component in instit. structure ...	21%	37%	42%

Interpretations

The participants responses...

1. provide no basis for assuming any present intention to initiate changes which provide increased PSO-identity in their institutions at the present time.

2. suggest that the least likely change emphasis would be put in restructuring existing PSO-related courses into a Public Service classification.

3. show that the most likely change emphasis would be to categorize public service occupations or programs under a human services designation.

ITEM 3 — The feasibility of altering institutional structures to house an identifiable PSO component.

Response Summary

component	yes	possibly	no
Overall feasibility of change	17%	45%	38%
One PSO section or dept.	11%	37%	52%
Two PSO sections: public service and human services	37%	42%	21%
Other identifiable sections	0%	57%	43%

Interpretations

The participants...

1. do not currently envision the establishment of an identifiable PSO component in the institution as currently feasible or practical.

2. would deem the division of PSO courses/programs into two discrete sections (human services and public services) most practical.

Table 7

MT. SAN JACINTO COLLEGE
21400 Highway 79 - San Jacinto CA 92383

Dear Colleague: Thanks so much for participating in the recent Public Service Occupations workshop. Now that you have had an opportunity to reflect on the activity, please complete the following questionnaire and return it in the enclosed envelope.

Hilding

Hilding Nelson, EPDA Project Director

1. Was a definition evolved during the workshop which could include virtually all P.S.O. courses or programs . . . (Please check each response)

	Yes	Possibly	No
a) currently offered by your institution/district?	16 (89%)	2 (11%)	0
b) currently contemplated?	9 (56%)	7 (44%)	0
c) likely to be evolved in the forseeable future?	11 (64%	6 (36%)	0
OVERALL =	36 (71%)	15 (29%)	

Comments: no additional comments by participants

2. As a consequence of activities related to the workshops, are you likely to change (or to seek to change) . . .

	Yes	Possibly	No
a) the curriculum classifications of any of your courses/programs into a P.S.O. classification?	2 (11%)	7 (37%)	10 (52%)
b) the section, department or division structure to include an identifiable P.S.O. component?	5 (26%)	5 (26%)	9 (48%)
c) the institutional structure to include an identifiable public services component?	6 (33%)	4 (23%)	8 (44%)
d) the institutional structure to include an identifiable human services component?	7 (39%)	3 (17%)	8 (44%)
e) the institutional structure to include an identifiable public services-human services component?	4 (21%)	7 (37%)	8 (42%)
OVERALL =	24 (26%)	26 (27%)	43 (47%)

Comments:
1. See no advantage to it even if various divisions would go along with it.
2. Respondents who already were so organized responded "yes" to items a-e.

3. In your institution or district, is it feasible or practical to . . .

	Yes	Possibly	No
a) cluster nearly all Public Service and Human Service courses or programs under one P.S.O. section or department?	2 (11%)	7 (37%)	10 (52%)
b) cluster P.S.O. courses or programs under district sections: Public Services; Human Services? . .	7 (37%)	8 (42%)	4 (21%)
c) cluster P.S.O. courses or programs under other identifiable sections (state titles below).	0	8 (57%)	6 (43%)
OVERALL =	9 (17%)	23 (45%)	20 (38%)

Titles:

Comments on placement of courses/programs of a P.S.O. nature: See attached

Evaluation Responses (continued)

Comments: Item 3 -- feasibility of PSO structures.

COMMENT:

1. I feel that any P.S.O. Course/Program should be in the dept./division best qualified to administer and follow-up (placement, field internships, etc.) in relation to expertise, academic and philosophical orientation. I feel very strongly that the number of courses/hours that constitute a program should be based on entry level needs and not faculty placement realities.

2. It would be appropriate for all programs to go through a yearly evaluation with their advisory committees (with appropriate revisions) and ask the hard question "does the public need this?"

3. ...change not likely because of politics.

4. Some divisions as well as some instructors are inclined to be innovative and act positively to attain new goals and new programs or services. This is a human element that we cannot change. To specify a division or cluster, would stifle growth.
   I believe:
   (a) definition is great--keeps in order--where things go.
   (b) cluster for reports--identify #C.I.D. great
   (c) let them grow where, when, however they can.

5. We are too large to house them all in one department.

6. Sections for (a) Human Services (b) Child Development under their own coordinators in a Public Services Division could be done--and probably will in another year.

7. The Dean of Public Services Division would probably handle (a) Administration of Justice,(b) Public Administration and (c) Fire Science.

PRESENTERS' EVALUATIONS

In establishing the project, a procedure was devised to monitor the operation of the workshops and to use informational feedback to modify subsequent workshops. The guidelines to presenters is shown below. The summary by the initial workshop coordinator follows.

EVALUATOR'S GUIDELINES

Workshop: Instructional Associate _____
Governmental Management _____ Dates_____

---

1. What needs to be done before the next workshop:
   a. to improve the materials used in presentations?
   b. to improve the inter-relationships between workshop sections?

2. What feedback did you pick up during the workshop in terms of:
   a. participants reactions to the workshop as a whole?
   b. participants reactions to specific sections of the workshop.

3. a. What disseminatable "products" resulted from participant activity?
   b. What can be done to improve the quantity and quality of the products of subsequent workshops?

4. List the most important changes which need to be made to increase the operation and effectiveness of future workshops.

5. What should be done to improve recruitment and registration of participants at the Fall workshops?

6. (After the first operational workshop) What effect did changes in procedures and techniques make in the effectiveness of this workshop?

MEMO

TO: Dr. Milo P. Johnson DATE 6-7-74

FROM: Dr. Albert J. Grafsky

RE: Workshop Leaders' Evaluation Report, EPDA Workshop, May 28, 29, and 30, 1974, Rodeway Inn, South San Francisco

The raw participant's evaluations are being forwarded to Dr. Nelson along with a copy of this report. All remarks are not necessarily consensus statements but may reflect only an individual's reaction. The participants in the same day evaluation were Dr. Hight, Mr. Rohr and myself. Mr. Shields joined us briefly but had to leave after a very few minutes. Mr. Todd and Mrs. DeNure were not present.

General: The three leaders agreed that the overall results of the workshop were fair. Reaction of the participants to the various phases of the workshop ranged from excellent (small group process) to not applicable (competency based instruction). It appeared to the leaders that the workshop participants came for one thing - information, exchange of ideas, answers - and we tried to give them another - methods for group interaction, describing competencies as a basis for building a program, graphics for selling a program. On the whole the structure and goals of the workshop did not match the expressed needs and goals of the participants except that the small group process gave them a partial vehicle for exchange of ideas, etc.

Brochures were too "busy".

Specific: The organization and goals of the workshop were designed around the talents and skills of the workshop staff and the desires of the Chancellor's Office personnel. These were not in harmony with the needs and goals of the participants.

The latter was especially true for the Governmental Management portion of the workshop. The workshop format and goals were designed to provide for the needs of management instructors but the participants were drawn from the administration of various colleges. By placing emphasis upon "Governmental" rather than on "Management" we narrow the group from which to draw participants very drastically. It became very apparent as the workshop geared up that there are an extremely small number of full-time instructors in the governmental management or any other type of management field. Most programs are extended day, off-campus, or adult education programs.

Another discovery, along with the above, was that there is absolutely no market for the trained middle level managers at the entry level! This is true in business and industry as well as government. Thus, management training is an in-service program only.

In the instructional associate area, the present status is one of low paying, part-time positions. While there are openings at the entry level, they are not for persons seeking a life-long career. Therefore, there appears to be resistance to the formation of an associate program at most colleges except as a means to transfer and to provide part-time employment to students and housewife heads-of-household with school age children.

Workshop Operation: Leaders felt anxious because 50 to 75% of their involvement and responsibility was outside their acknowledged area of competence.

Leaders felt they were under pressure to achieve someone else's goals. Conflict arose between leaders' goals and "others" goals.

Conflict between leaders' goals and goals of those who conceived the workshop and conflict among participants' goals, leaders' goals and workshop goals resulted in a partial abandonment of the workshop format.

The processes and results promised in the brochure did not take place and some participants expressed disappointment and some resentment.

Suggestions: The format of the workshops should be changed. A differing format is suggested for each of the areas.

1. Instructional Associate: Provide a drive-in conference at one of the colleges which has a successful program where participants could be exposed to this existing program and have their questions answered. Such as:

   a. What courses do each of the colleges include in their two-year Instructional Associate Program?

   b. What courses do the students want most?

   c. Does a complete set of courses have to be developed for the program?

   d. Are the programs designed to provide career training for people who have not worked in the schools, or are the programs largely in-service training for those already working?

   e. Is it advisable (or preferable) to arrange with school districts to place the students?

   f. How many of the colleges offer Work Experience credit?

   g. What is the difference between field experience and work experience?

   h. Do the colleges offer training in Distar methods for aides who may be working with these programs? Or do the schools usually train the aides?

   i. Do the colleges offer an introduction to Instructional Associate? What is the course content?

   j. Can teachers participate in the introductory course?

   k. What kinds of education courses are offered? Do many students enroll in them if the courses are not transferable?

   l. How does one organize an Advisory Committee? Who should the members be?

   m. What kind of recruiting can be done to bring aides in for in-service training.

   n. In what kinds of schools are aides employed? Elementary? High School?

o. What classifications of aides are there? What is the salary range?

p. How many schools pay aides according to the number of college units they have earned? In other words, is this a selling point for aides to take courses?

q. Should the colleges actively recruit parents for the Instructional Associate program?

r. Since organizations like CTA are negative about aides, how do we counter this attitude? What can be done to educate members to the need for aides in the classroom?

s. What is the significance of the emphasis on early childhood education to the Instructional Associate program?

2. Management: The management workshop should not be limited to governmental management. What is needed is a structure which will provide an opportunity for administrators and instructors to exchange ideas, etc. on such things as:

a. How the management program is organized and administered.

b. The various management programs (governmental, hospital, retail sales, construction, industrial, etc.) which are offered and the courses making up the curriculum.

c. Selection, assignment, and evaluation of faculty.

d. Advisory committees - is one needed for each specialized area, what is the best model?

e. What do employers need to assist them with their affirmative action programs?

f. Are employers moving to acceptance of competence in lieu of units and degrees for hiring and promotion?

g. Is there some way to develop a statewide articulation among the community colleges for management and supervision classes.

h. Need for and success of mini-course to meet immediate needs of employers.

i. How and where are community-employer contacts made?

j. The concept of modular courses.

A firm suggestion was made that advisory committee members, i.e. employers and practioners, be invited as resource people at both the management and instructional associate workshops. Also, participants should bring copies of program organization, course outlines, etc. to share with others.

cc: M. DeNure
M. Hight
H. Nelson
C. Rohr
G. Shields
R. Todd

CHANCELLOR'S OFFICE

CALIFORNIA COMMUNITY COLLEGES

1238 S STREET
SACRAMENTO, CALIFORNIA 95814

PROJECT EVALUATION BY COMMUNITY COLLEGE CONSULTANT

June 20, 1975

Dr. Hilding Nelson
Special Projects Director
Mt. San Jacinto College
21-400 Highway 79
San Jacinto, CA 92383

Dear Mr. Nelson:

This letter is to serve as my evaluation of the EPDA project "Public Service Occupational Workshops for Core C[illegible]ula: Instructional Associate, Governmental Management" and Phase I of the "[illegible] Service Occupations Master Plan" project, Part B of VEA.

The overall goal of the EPDA project: "to provide Community College faculty, counselors and administrators with an opportunity to design ways to effectively utilize and implement the curriculum guides" was met. The objectives, as stated in the project, were revised after the first workshops. The objectives as a guide for the first workshops did not meet the needs of the participants. When the objectives were set it was assumed there would be a larger number of participants representing each group: faculty, counselors, admininstrators. Each group would address the objectives relevant to their needs. However, the participants chose to remain together for comprehensive discussions. The objectives were met in the following ways:

Objective 1: Diagram of a curriculum structure most relevant to the students and institutional capabilities of your school (or district).

The core curricula and course content were outlined. Results indicated new trends established a necessity to expand on the course content. The Governmental Management program should include cooperative bargaining, administrative law, etc. Mini courses and courses designed in modules were requested.

The Instructional Associate program should include bilingual/bicultural content, as well as speciality training for specific subject matter relative to Elementary, Junior High, High School, and Community College. The program should be expanded to train persons for career centers, media centers, and as counselor aides and health assistants.

Objective 2: Measurable and currently unmeasurable objectives for selected segments of course in the curriculum to use as further objective development models in curriculum implementation.

This objective was not met as described. Participants reviewed the objectives stated in the guide. Most had experience planning programs and advised the time be used to analyze other areas of program development: recruitment, job development, internships, articulation, use of video tape, etc.

Objective 3: Graphic instructional materials to use in course instruction and as models for further instructional materials development.

The workshops' presentors used various graphics: slide/tapes, charts, etc. The newer trend is the use of video tape. Participants combined experiencial learning and video tape. Separately and in pairs they participated in attitude/socialization exercises that were taped. They viewed themselves analyzing expressions, contact, and helping relationships. Instruction included splicing tape from two camera/monitors to make one uninterrupted film.

Objective 4: Plan(s) for implementing the curriculum in the local school or school district.

At the workshops participants responded affirmatively to promotion of programs on their campuses. Resulting follow-up included correspondence and phone calls for additional curriculum guides.

The basic change in format after the first workshops resulted in successful presentations. The initial planning by the Mt. San Jacinto staff seemed thorough. Specific contacts were made to stimulate interest among college presidents to send faculty to the workshops. Why few participants attended is still unknown. One conclusion was faculty directly concerned were not contacted until almost too late to plan for attendance.

Suggestions for ensuing workshops:

1. Make school contacts through brochures, letter from project director, memo from Chancellor's Office. Start contacts at least two months in advance of workshop, spacing each contact two weeks apart.

2. In cover letter for brochure ask administrators to direct information to interested faculty and for administrators to ask faculty to contact project director.

3. Use red lettering or underlining for date, time, and place on letters and brochures.

4. Give agenda outline in original contact letter.

5. Make follow-up phone calls to campuses, especially where there is some indication of interest.

6. Send final report to all campuses.

7. Send letter of thanks to all participants with special letter to consultants.

Dr. Hilding Nelson June 20, 1975

As a follow-up for the Governmental Management workshops a study was made by Dr. John Cashin, El Camino College, of all higher education: Community Colleges, California State Colleges and Universities, University of California and the independent colleges. The purpose was to identify what schools offered programs related to Governmental Management, and identify a contact person at each school. This information will help a student know what schools offered the best program for pre-service or in-service employment training, the most potential for a continuum of education on the career ladder, and transferability between institutions on the same level. The study will also serve to identify schools and persons for the purpose of workshop articulation discussions and continuing curriculum updating.

Evaluation of Public Service Occupation Master Plan project, Part B of VEA:

Phase I of this project was linked with the EPDA project. This linkage provided a sequence of activities concerned with Public Service programs and the college organizational placement and governance of these programs.

In the Governmental Management and Instructional Associate workshops participants repeatedly asked questions relating to what department or division of the college would "house" the programs. Governmental Management programs are in the departments of Business, Social Science or Public Service. Many colleges are referring to the program under the title of Governmental Management while others continue the traditional designation of Political Science or Public Administration. Their rationale for this designation involves the concept of academic vs occupational education. The Governmental Management program is occupational education; designed to give students the skills and knowledge necessary for employment (up-grading or entry level). At the same time, an Articulation Agreement has been reached with the baccalaureate schools to recognize course work from the Community College as the basis for a major with full transfer status. Thus, the Community College would be doing the student a service by designating the program with the accurate identifying title: Governmental Management.

The Instructional Associate program is less clearly identified as to department or division of governance. Many programs are closely allied with early childhood education and taught by faculty in Home Economics or Psychology. There is agreement among colleges that this program is a human service and many colleges are initiating departments or divisions of Human Services.

The colleges chosen to attend the initial workshops for designing a Public Service Occupation Master Plan of program organization were those already offering several programs that could logically be placed in this category. In order to decide what programs would be designated Public Service, the workshops participants agreed upon a comprehensive definition.

This program area is the newest of the occupational education categories. The programs, which include Instructional Associate (Education Assistant), Special Education Assistant, Library/Media Technical Assistant, Recreation Leadership Assistant, Social Service Technical and other human services job categories

as well as program areas of Volunteer Program Management, Governmental Management, Gerontology, Parks and Recreation Management, link the traditional academic programs to occupational education. These programs, for the most part, have been recognized by the four year schools as baccalaureate level education and transfer credit into the four year major program is given the Community College student.

This confuses many traditional occupational education educators who maintain the philosophy that all occupational education must train persons for a job established and identified by the Department of Labor, whereas newer studies and trends indicate the most extensive employment will be in the Public Services and new or emerging job categories.

The independent evaluations by the workshops participants validates the need for additional discussions among educators concerning Public Service occupational education in order to prevent the organizational structure of college programs lagging behind the changing employment scene.

Thank you and your staff for cooperation and help. The workshop information was needed. The reports may prove the vital link necessary to inform the field of new trends and developments. Each consultant's presentation should be thoroughly and accurately described.

Sincerely yours,

Mary

Mary E. DeNure
Specialist, Public Service Occupations

MED:kec

VARIATIONS IN ANTICIPATED AND ACTUAL OUTCOMES

Participation

The initial proposal for the workshop called for a total of 300 participants, the actual count numbered 100. As noted in Table 8, the classification structure of the participants was also markedly different in the final analysis.

Table 8

Anticipated vs. Actual Participation

Category	Antic.	%	Actual	%
Instructors	200	67	35	35
Teacher educators	10	3	1	1
Administrators	10	3	29	29
Coordinators/supervisors	20	7	33	33
Counselors	30	10	2	2
Teacher aides	30	10	0	0
	N = 300		N = 100	

Failure to recruit sufficient personnel in the anticipated designations, and in toto, prompted the planning group to revise both the general structure of the workshops and the nature of persons sought for participation. It was felt that future recruitment should seek involvement of key implementers who could communicate and initiate the ideas and concepts generated during workshop activity. In all probability, one of the inhibitors to recruitment in the anticipated pattern was the unanticipated difficulty of reaching and recruiting the many part-time teachers and personnel involved in Governmental Management and Instructional Associate programs.

One attempt to validate the existence of participants and interests in a later workshop focusing upon the Governmental Management and Instructional Associate curriculums was through an interview summary prepared and executed by a workshop planning committee member during the summer of 1974. Data secured (Tables 9a-9d) was used by the entire committee for planning the Revised GM/IA Workshops.

Final participation would seem to include a reasonable cross-section of persons with major responsibilities and/or functions relating to the implementation and operation of public service occupations, including governmental management and instructional associate or aide occupations in California.

Workshop Objectives

The workshop presenters' evaluation (provided in the preceding evaluation section) was also instrumental in guiding revision of original workshop goals into the broader, information-interactional emphasis provided in the Revised GM/IA Workshops, and in the later PSO Workshops and Governmental Management/Public Administration survey (used to increase the informational input to participants and other pertinent educators who had not been able to participate directly in workshop activities). Copies of the EPDA-generated materials have been made or are available to all responsible personnel in the state.

Table 9a

College _____

Person _____

Position _____

QUESTIONS TO ASK COMMUNITY COLLEGE ADMINISTRATION ABOUT GOVERNMENT MANAGEMENT AND INSTRUCTIONAL ASSOCIATE.

1. Do you have a program for training instructional associates? _____ What is it called?

2. Do you have full time instructors teaching in the instructional associate program?

3. Have you had requests from elementary schools _____ junior high _____ high schools _____ for training instructional associates?

4. Are there full time positions for instructional associates in your area?

5. If there was a workshop held this fall designed to help find answers to questions listed on the following page would you send a representative to attend?

6. What position would the representative have? _____ Name of person or persons.

Table 9b

QUESTIONS CONCERNING TRAINING OF INSTRUCTIONAL ASSOCIATES WHICH COULD BE ANSWERED AT THE PLANNED WORKSHOP.

A. What courses do each of the colleges include in their two-year instructional associate program?

B. What courses do the students want most?

C. Does a complete new set of courses have to be developed for the program?

D. Are the programs designed to provide career training for people who have not worked in the schools, or are the programs largely in-service training for those already working?

E. Is it advisable (or preferable) to arrange with school districts to place the students?

F. How many of the colleges offer Work Experience credit?

G. What is the difference between field experience and work experience?

H. Do the colleges offer training in Distar methods for aides who may be working with these programs? Or do the schools usually train the aides?

I. Do the colleges offer an Introduction to Instructional Associate? What is the course content?

J. To what extent do teachers who are assisted by an instructional associate participate in planning the introductory course?

K. What education courses are offered at community colleges? Does the fact that such courses are not transferable cause problems relative to the career ladder idea?

L. How does one organize an Advisory Committee? Who should the members be?

M. What kind of recruiting can be done to bring aides in for in-service training?

N. In what kinds of schools are aides employed? Elementary? High School?

O. What classifications of aides are there? What is the salary range?

P. How many schools pay aides according to the number of colleges units they have earned? In other words, is this a selling point for aides to take courses?

Q. Since organizations like CTA are negative about aides, how do we counter this attitude? What can be done to educate the public to the need for aides in the classroom?

S. What is the significance of the emphasis on early childhood education to the Instructional Associate program?

GOVERNMENT MANAGEMENT INTERVIEW SUMMARY

Summer 1974 (MJ)

College	Have Prog.	Comb. w/ Ind. Mgt.	Instructor(s) F/T	Instructor(s) P/T	Training Request	Training Employ.	Training Upgrade	Who could Attend Workshop	Special Comments or Courses
Bakersfield	No	No	No	No	Yes (Postal)	No	Yes	Instr./Coord. Management	Offer: Fund/Public Admin. occasionally
Chabot	No	Yes	No	Yes	No	No		Chairman of Business Div.	Offer: Public Fin. & Public Mgt. courses
Columbia	No	No	No	No	Yes*	No	Yes	Dean of Occup. Education	Attend possibly *Hetch-Hetchy
Cuesta	Yes	No	No	Yes	Yes*	No	Yes	Director of Vocational Ed.	Supv/correct. courses *Correct. Sci.
Diablo Valley	No	No	No	No	No	No	No	Ass't Dean, Evening Program	
Fresno	No	No	No	No	No	No	No	Dean, Technical Education	Interested
Hartnell	Yes	No	No	Yes	Yes	No	Yes	Dean of Careers	Corr. Adm. may attend
Merced	No	No*	No	Yes	See Comment	Yes	Yes	Dean of Voc. Education	*MDTA Decis.-making Supervision Elements
Modesto	No	Yes	No	Yes	Yes*	No	Yes	Dean, Cont. Ed. Bus. Dpt. Chm.	11 superv. courses *welfare
Napa	Yes	Yes	No	Yes	Yes*	Yes	Mostly	Dean Vocational Technical	*State Hospital Veteran's Home
Porterville	No	No	No	No	No	No	No	No one	
Reedley	No	No	No	Yes*	No	No	No	No one	*Course in Personnel Management
San Joaquin Delta	Yes	No	No	Yes	Yes	No	Yes	Dean of Voc. Education	Public Management program
Sequoias	No	Yes**	Yes	Yes	Yes*	No	Yes	Dean of Voc. Education	**combined in an informal program * County
Solano	Yes	Yes	No	Yes	Yes*	No	Yes	Dean of Voc. Technical	Intro./Public Admin., Intro./Local/reg. Plan 9 Superv. courses *City & County
Taft	No	No	No	No	No	No	No	No one	
West Hills	No	No	No	No	No	No	No	No one	
West Valley	Yes	Yes	Yes	Yes	Yes*	Yes	Mostly	Attended prev. workshop-enjoyed it.	Operates Superv./ & Mgt. Center *City, County, State

INSTRUCTIONAL ASSOCIATE INTERVIEW SUMMARY

Summer 1974 (MJ)

College	Have Prog.	Instructor(s) F/T	Instructor(s) P/T	Instr. Assoc. Requests Elem.	JH	SH	CC	IA Positions F/T	IA Positions P/T	Who Could Attend Workshop	Special Comments
Bakersfield	Yes	Yes*		Yes	Yes	Yes	Yes	Yes		F/T teacher-coordinator	Spec. Proj.-bilingual *Psych. Home Ec.
Chabot	Yes		Only	Only				Some		Dept. Chairman	
Columbia	Yes	*		Only				Some	Some	Counselor/Asst. Dean	*Counselor/teacher
Cuesta	Yes		Only	Yes				Few		Director of Voc. Educ.	
Diablo Valley	No	None		No				Few		Chm. Soc. Sci. Div.	Will attend if possible
Fresno	Yes	(1)	Several	Yes	Few	Few		Few	Yes	Social Sci. Dept. Head	
Hartnell	Yes		Only	Yes				Yes		Dean/Career Education	Info from sec. and college catalog
Merced	Yes	No	Yes	Yes					Yes	None	
Modesto	Yes	Yes	Yes	Yes	Yes			Yes	Few	VP Instr./Home Ed. Teacher	
Napa	Yes	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Asst. Dean	
Porterville	Yes		Yes	Yes						Dean of Instr.	
Reedley	Yes*			Yes				Few	Yes	Evening Dean	Friday/Saturday only. *1 class
San Joaquin Delta	Yes			Yes				Yes		Dean Voc. Ed.	Info from Secretary
Sequoias	Yes		Yes	Yes				Yes	Yes	Teachers	
Solano	No									Director of Voc. Ed.	Will start program
Taft	Yes		Only	Yes	Yes					Part-time Instructor	Instructor could attend (Fri.-Sat.)
West Hills	Yes	Yes	Yes	Yes	Yes			Yes Few	Mostly	Dean of Instr.	Have to coordinate pre-school and instr. assoc. progs.?
West Valley	Yes	Yes	Yes	Only				Mostly*		Dean of Instr.	*2000 aides employed in area

Table 9d

Workshop Objectives (continued)

Workshop goals stated by participants prior to the Revised GM/IA Workshops (listed in the preceding reports of Gordon Shields and Ralph Todd) tend to validate the shift in working objectives used in those workshops. The participants subsequent evaluations (noted in the evaluation suggestion) generally tend to support the fact that their individual goals were met, within the time constraints common to most workshops. Since, their goals approximated the workshop goals there is no reason to suppose that the revised workshop objectives had not been met.

In terms of the PSO Workshops, the first two objectives were obviously met, as evidenced in the report of Boedecker and McKay. The third objective, dealing with "models for PSO organization structures" has a potential beginning from the composite groupings of PSO-related occupations evolved during the apparent reluctance or present impracticality of establishing public service and/or human service sections or departments (noted in the PSO evaluation) the preceding "composite grouping" may be the only workable model currently practicable.

APPENDIX AA

Recruitment Materials

1. Letter to community college presidents, Dr. Milo P. Johnson, April 8, 1974.

2. Letter to community college Deans of Occupational Education and Deans of Continuing Education, Dr. Leland P. Baldwin, April 11, 1974.

3. Letter to community college Deans of Occupational Education, Dr. L. P. Baldwin, September 25, 1974.

4. Brochure with application: GM Workshops, May 1974.

5. Brochure with application: IA Workshops, May-June, 1974.

6. Brochure with application: GM/IA (revised) Workshops, October-November, 1974.

Mt. San Jacinto College
21400 Highway 79, San Jacinto, California 92383 – (714) 654-7321 - 849-7922

BOARD OF TRUSTEES
C. O. BARKER, JR. Chairman
D. RICHARD SWAN Clerk
ALICE CUTTING
WILLIAM A. RECORD
ROBERT McNERNEY

MILO P. JOHNSON President and Superintendent
ALBERT J. GRAFSKY, JR. Vice President
LOUIS CANTER Dean Academic Instruction
MILDRED E. HIGHT Dean Student Personnel Services
BENTON B. CALDWELL Dean Vocational Instruction
CLAIRE S. BROYLES Administrative Assistant

Three EPDA workshops describing the two year associate degree programs for "Instructional Associate" and for "Government Management" will be presented during the month of May under the joint sponsorship of the Chancellor's Office and Mt. San Jacinto College. The purpose of these workshops is to inform the participants about these occupational programs and to suggest a wide variety of ways for developing and implementing them.

The workshops will be held in the following locations on the dates listed. The "Governmental Management" workshops run back to back with "Instructional Associate" workshops making it easy for some personnel to attend both.

(Three Identical Workshops) GOVERNMENTAL MANAGEMENT WORKSHOPS	(Three Identical Workshops) INSTRUCTIONAL ASSOCIATE WORKSHOPS
Consultant: Dr. John Cashins-El Camino	Consultant: Gordon Shields-Grossmont
May 1-2 in Upland near the Ontario Airport.	May 3-4 in Upland.
May 15-16 in El Segundo near the Los Angeles Int'l Airport.	May 17-18 in El Segundo.
May 31-June 1 in So. San Francisco	May 29-30 in So. San Francisco

Informational brochures have been enclosed with this letter. I would appreciate having this information brought to the attention of individuals on your staff who do (or will) teach courses in the programs, or who could implement utilization of such courses and curricula in your institution. We have been informed that your P.L. 90-576, Part B, VEA funds may be used for travel and per diem for EPDA funded programs.

We will try to make these work sessions both practical and productive.

Very truly yours,

MT. SAN JACINTO COLLEGE

Milo P. Johnson
Superintendent & President

MPJ:t
Enclosures

Assistant Chancellor's Memo No. 74-6

April 11, 1974

TO: Deans of Occupational Education
Deans of Continuing Education

FROM: Leland P. Baldwin, Assistant Chancellor
Occupational Education

SUBJECT: Governmental Management and Instructional Associate Program Workshops

Three inservice workshops will be held for administrators and faculty offering or planning curricula relating to Instructional Associate and Governmental Management programs.

Two days of each workshop will be directed specifically to the individual guidelines.

May 1-2	Governmental Management	
May 3-4	Instructional Associate	Uplander Motel, Ontario Airport
May 15-16	Governmental Management	
May 17-18	Instructional Associate	Hacienda International, Los Angeles Airport
May 29-30	Instructional Associate	
May 31		
June 1	Governmental Management	Rodeway Inn, San Francisco Airport

Objectives of the workshops include: develop a suggested curriculum structure; develop plans for implementing the curriculum; develop measurable objectives for selected courses; develop graphic instructional materials; and develop methods of implementing instructional motivational techniques.

Those attending should bring copies of the guidelines, which were sent to the college, with them. Make your reservations with Dr. Hilding Nelson, Special Project Director, Mt. San Jacinto College, 21400 Highway 79, San Jacinto 92383, (714) 6547321.

Assistant Chancellor's Memo No. 74-29

September 25, 1974

TO: Deans of Occupational Education

FROM: Leland P. Baldwin, Assistant Chancellor
Occupational Education

SUBJECT: In-Service Training Workshops

Under an EPDA project, Mt. San Jacinto College and our office are conducting two in-service training workshops for administrators and faculty.

The Governmental Management Workshop will be held October 17 (p.m.) through October 19 (noon), Mansion Inn, Sacramento. Topics include: mini courses and variable credit accounting, internship programs, college and government agency relations, horizontal and vertical articulation, and the curriculum guide.

The Instructional Associate Workshop will be held October 31 (p.m.) through November 2 (noon) Hacienda Hotel, near the L.A. Airport. Topics include bi-lingual/bi-cultural programs, Education Code provisions, use of video tapes, articulation, the Ryan Act, and the curriculum guide.

For further information contact Dr. Hilding Nelson, Mt. San Jacinto College.

Companion Workshops

Companion Workshops will be held to work on the new **INSTRUCTIONAL ASSOCIATE** curriculum as follows:

May 3-4 at Upland, CA.
May 17-18 at El Segundo, CA.
May 29-30 at So. San Francisco, CA.

Obtain informational brochure and plan to attend a workshop.

EPDA WORKSHOPS introducing a new Associate Degree Curriculum in Public Service Occupations

Governmental Management

Attend an EPDA Workshop in May '74

Complete and return application forms for a workshop TODAY.

Another new curriculum will be the subject of Companion Workshops, at the same sites, running back to back with these workshops—Times and locales indicated on the back of this brochure.

Companion Workshops

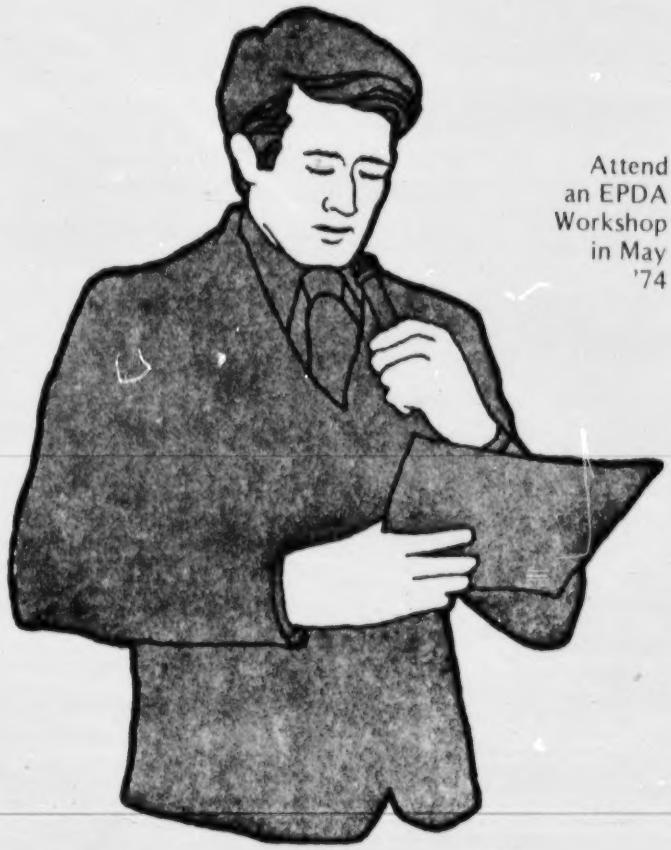
Companion Workshops will be held to work on the new **GOVERNMENTAL MANAGEMENT** curriculum as follows:

May 1-2 at Upland, Ca.
May 15-16 at El Segundo, CA.
May 31-June 1 at So. San Francisco, CA.

Obtain informational brochure and plan to attend a workshop.

EPDA WORKSHOPS introducing a new Associate Degree Curriculum in Public Service Occupations

Instructional Associate



Attend an EPDA Workshop in May '74

Complete and return application forms for a workshop TODAY.

Another new curriculum will be the subject of Companion Workshops, at the same sites, running back to back with these workshops—Times and locales indicated on the back of this brochure.

111

FIRST CLASS

ilding E. Nelson, EPDA Proj. Dir.
t. San Jacinto College
1400 Highway 79
an Jacinto, CA 92383

IMPLEMENTING Public Service Occupational Programs in Community Colleges

EPDA WORKSHOPS

Governmental Management Programs
October 17 (p.m.) – 19 (noon)
Mansion Inn, Sacramento
700 - 16th Street

Instructional Associate Programs
October 31 (p.m.) – November 2 (noon)
Hacienda Hotel, El Segundo
525 Sepulveda Blvd.

Sponsored by the Chancellor's Office, California Community Colleges and Mt. San Jacinto College pursuant to a Part F, Education Professions Development A
U.S. Office of Education Grant.

APPENDIX BB

Workshop Agendas

1. GM/IA (initial) Workshops
   May-June, 1974

2. GM/IA (revised) Workshops
   October-November, 1974

3. PSO Planning and Consortia
   Workshops
   March-April 1975

MT. SAN JACINTO COLLEGE
Workshop on "Governmental Management" Program Development

PURPOSES OF THE WORKSHOP:

1. To develop a suggested curriculum structure for "Governmental Management" that is appropriate for California Community Colleges.

2. To develop plans for implementing all or a part of the curriculum in local community colleges.

3. To develop measurable and currently unmeasurable statements of competency for selected segments of courses in "Governmental Management" programs.

4. To develop graphic materials for use in instruction and implementation of "Governmental Management: programs.

5. To demonstrate methods of implementing motivational techniques in the instructional program through the Self-Actualization process.

First Day

9:00 - 9:15	I.	Introduction - Dr. Grafsky A. Introduction of Workshop Leaders B. Basic Format of the Workshop C. Logistics - Meeting Rooms, Meals, etc.
9:15 - 10:15	II.	Presentation "Governmental Management, A Suggested Associate Degree Curriculum" -
10:15 - 10:30	III.	Introduction to The Small Group Process - Dr. Hight
10:30 - 10:45	IV.	Coffee Break
11:00 - 12:00	V.	Small Groups: Part I Professional Disclosure
12:00 - 1:30	VI.	Lunch
1:30 - 3:00	VII.	Small Groups: Part II Involvement Identification
3:00 - 3:15	VIII.	Break
3:15 - 4:45	IX.	Small Groups: Part III Goal Setting
4:45 - 5:00	X.	Workshop Evaluation - Phase I
6:00 - 7:00	XI.	Dinner
7:00 - 8:00	XII.	Program Components Auction

Governmental Management - Cont'd.

Second Day

9:00 - 9:30	I.	Competency Based Instruction - Dr. Grafsky
9:30 - 12:00	II.	Small Groups: Preparing Statements of Competency
12:00 - 1:30	III.	Lunch
1:30 - 2:00	IV.	Preparing and Using Graphics to Illustrate Instruction - Mr. Rohr
2:00 - 3:15	V.	Small Groups: Preparing Graphics
3:15 - 3:30	VI.	Coffee Break
3:30 - 4:00	VII.	Small Groups: Review the technique used in working together during the workshop.
4:00 - 4:30	VIII.	Workshop summary and final evaluation.

MT. SAN JACINTO COLLEGE
Workshop on "Instructional Associate" Program Development

PURPOSES OF THE WORKSHOP:

1. To develop a suggested curriculum structure for "Instructional Associate" that is appropriate for California Community Colleges.

2. To develop plans for implementing all or a part of the curriculum in local community colleges.

3. To develop measurable and currently unmeasurable statements of competency for selected segments of courses in "Instructional Associate" programs.

4. To develop graphic materials for use in instruction and implementation of "Instructional Associate" programs.

5. To demonstrate methods of implementing motivational techniques in the instructional program through the Self-Actualization process.

First Day

9:00 - 9:15	I.	Introduction - Dr. Grafsky A. Introduction of Workshop Leaders B. Basic Format of the Workshop C. Logistics - Meeting Rooms, Meals, etc.
9:15 - 10:15	II.	Presentation "Instructional Associate, A Suggested Associate Degree Curriculum" - Mr. Gordon Shields
10:15 - 10:30	III.	Introduction to The Small Group Process - Dr. Hight
10:30 - 10:45	IV.	Coffee Break
11:00 - 12:00	V.	Small Groups: Part I Professional Disclosure
12:00 - 1:30	VI.	Lunch
1:30 - 3:00	VII.	Small Groups: Part II Involvement Identification
3:00 - 3:15	VIII.	Break
3:15 - 4:45	IX.	Small Groups: Part III Goal Setting
4:45 - 5:00	X.	Workshop Evaluation - Phase I
6:00 - 7:00	XI.	Dinner
7:00 - 8:00	XII.	Program Components Auction

Instructional Associate - Cont'd.

Second Day

9:00 - 9:30	I.	Competency Based Instruction - Dr. Grafsky
9:30 - 12:00	II.	Small Groups: Preparing Statements of Competency
12:00 - 1:30	III.	Lunch
1:30 - 2:00	IV.	Preparing and Using Graphics to Illustrate Instruction - Mr. Rohr
2:00 - 3:15	V.	Small Groups: Preparing Graphics
3:15 - 3:30	VI.	Coffee Break
3:30 - 4:00	VII.	Small Groups: Review the technique used in working together during the workshop.
4:00 - 4:30	VIII.	Workshop summary and final evaluation.

GOVERNMENTAL MANAGEMENT WORKSHOP
MANSION INN
SACRAMENTO, CALIFORNIA

PROGRAM
October 17-19

Thursday Evening, October 17

4:00- 6:00	Registration & Housing
6:30- 7:30	Group Dinner; Workshop Welcome (Hilding E. Nelson, Project Director, Special Projects Coordinator, Mt. San Jacinto College)
7:30- 9:30	Getting Acquainted. Individual Goal Setting (Ralph Todd, Coordinator, Management Education, American River College, Sacramento)

Friday Morning, October 18

9:00- 9:15	Orientation to Workshop Program (Hilding E. Nelson)
9:15- 9:45	KEYNOTE: Why have a Governmental Management Program? What Students? (Dr. Randy H. Hamilton, Dean, Graduate School of Public Administration, Golden Gate University, San Francisco)
9:45-10:15	Organizing the Program: Criteria for Course Selection; Advisory Committees with Existing Government Programs (John McKinley, Dean of Administrative Services, Chabot College, Hayward)
10:15-10:30	BREAK
10:30-10:45	Starting from Scratch--Combining with Existing Management Programs (Ralph Todd)
10:45-11:45	Small Groups: Discuss Presentations--Identify Unanswered Questions Relating to Presentations (Participant Leaders)
11:45-12:10	Questioning the Presenters (Hilding E. Nelson, Moderator)
12:15- 1:40	GROUP LUNCHEON

Friday Afternoon, October 18

1:40- 2:05	Assessment Labs (Mr. David Harris, Director, Supervision and Management Center, West Valley College, Saratoga)
2:05- 2:30	Affirmative Action (Walter McClarin, Supervising Personnel Analyst, County of Sacramento)
2:30- 2:55	Safety and OSHA (Alfred Barnes, Safety Consultant, Gilbert L. Rhodes & Associates, Oakland)
2:55- 3:10	BREAK
3:10- 3:30	Collective Bargaining; Administrative Law (Ralph Todd)
3:30- 4:00	College Relations (Joseph W. Von Rotz, Area Manager, U. S. Civil Service, Sacramento Area)
4:00- 5:00	Small Group Discussion and Question Identifications (Participant Leaders)
5:00- 5:30	Questioning the Consultants (Hilding E. Nelson, Moderator)
5:30- 5:40	Wrap-up for the day (Hilding E. Nelson)
	DINNER AND EVENING OPEN

Saturday Morning, October 19

9:00- 9:30	Internship Programs (Anne Garbeff, Assistant Coordinator-State Public Service Internship Program, Office of Planning and Research)
9:30-10:20	Horizontal and Vertical Articulation (Dr. George G. Clucas, Professor, Public Administration, Political Science Department, California Polytechnic State University, San Luis Obispo and Mr. Ed Pearce, Dean of Occupational Education, Cuesta College)
10:20-10:35	BREAK
10:35-11:00	Small Group Interaction (Participant Leaders)
11:00-11:30	Question the Consultants (Ralph Todd, Moderator)
11:30-12:00	Summation (Mary E. DeNure, Specialist in Public Service Occupations, Chancellor's Office, California Community Colleges)
12:00-12:15	Individual Evaluation of Workshop
12:15	WRAP UP WITH A GROUP LUNCHEON

INSTRUCTIONAL ASSOCIATE WORKSHOP
HACIENDA HOTEL
(near Los Angeles Int'l Airport)
EL SEGUNDO, CALIFORNIA

PROGRAM
October 31, November 1-2

Thursday Evening, October 31

4:00 - 6:00	Registration and Housing (Hacienda Hotel Lobby)
6:30 - 7:30	Group Dinner; Workshop Welcome (Hilding E. Nelson, Project Director, Special Projects Coordinator, Mt. San Jacinto College) AVIATION ROOM
7:30 - 9:30	Getting Acquainted. Individual Goal Setting (Gordon Shields, Instructor-Instructional Associate Program Consultant, Grossmont College and Ruth Clothier, Coordinator of Child Development and Instructional Associate, Palomar College) AVIATION ROOM

Friday Morning, November 1 -- Center INTERNATIONAL ROOM

9:00 - 9:15	Orientation to Workshop Program (Hilding E. Nelson, Project Director)
9:15 - 10:30	The Challenge: Setting up INSA Programs and Courses (Gordon Shields and Ruth Clothier)
10:30 - 10:45	BREAK
10:45 - 11:40	Challenges, continued
11:40 - 11:45	Morning Wrapup (H. Nelson)
11:45 - 1:30	GROUP LUNCHEON -- Left INTERNATIONAL ROOM

Friday Afternoon, November 1 -- Center INTERNATIONAL ROOM

1:30 - 2:00	Parents in the Planning Process (Ron Temple, Consultant, Early Childhood Education Management Team, California State Department of Education)
2:00 - 2:30	Bi-Lingual and Bi-Cultural Programs (Julie Rosado, Specialist, Academic Affairs, Chancellor's Office, California Community Colleges)
2:30 - 2:45	BREAK
2:45 - 3:15	Compensatory Programs (Dr. Marion Faustman, Administrative Consultant, State Department of Education)
3:15 - 4:10	INNOVATION--Parent-child communication and socialization through the Arts: painting, dance, music, drama (Hilda Mullen, Clinical Psychologist and Dance Therapist, Family Environment Center, Los Angeles)
4:10 - 5:00	INNOVATION--Using the Video Tape (Lou Mulvey, President, Tel-Con Corporation, Los Angeles)
5:00 - 5:05	Wrap-up for the day (Hilding E. Nelson)
	DINNER AND EVENING OPEN

Saturday Morning, November 2 -- AVIATION ROOM

9:00 - 9:05	Introduction to day's activities (H. Nelson)
9:05 - 9:30	Articulation and the Ryan Act (Anthony Salamanca, Consultant, Teacher Preparation, Commission for Teacher Preparation and Licensing)
9-30 - 10:30	New Directions--Teaching Distar. Other Special Programs. (Dr. Richard DeNure, Principal, Bret Harte School, Corcoran Unified Schools)
10:30 - 10:45	BREAK
10:45 - 11:00	Other new directions (G. Shields)
11:00 - 11:30	Summation (Mary E. DeNure, Consultant on Public Service Occupations, Chancellor's Office, California Community Colleges)
11:30 - 11:35	Day's Wrap-up (H. Nelson)
11:45 - - - -	WRAP-UP WITH A GROUP LUNCHEON -- Right INTERNATIONAL ROOM

PUBLIC SERVICE MASTERPLAN PROJECT
PLANNING WORKSHOP
Agenda
March 5 & 7, 1975
10 A.M. to 3:30 P.M.

10:00 - 10:30 Welcome; Introductions; Project Rationale and Project Overview — Mary DeNure

10:30 - 11:00 Public Service Project Status Reports

- Lonna Bloedau, CSUS (March 5)
  - Sacramento Human Services Career Development Project
- Jack Mahan, Palomar College
  - San Diego Human Service Program Development Project

11:00 - 11:45 Public Service Occupations: Two Definitions

- Odessa Dubinsky, Employment Development Dept. (March 7)
- Griffin McKay, Ventura College

12:00 - 1:00 Luncheon

1:00 - 2:30 Discussion/Development of Tentative Working Definition of Public Services

2:30 - 3:30 April 18 Workshop

- Planning
  - Location
  - Objectives
  - Participants
  - Organization
- Preliminary Preparation

3:30 Adjourn

PUBLIC SERVICE MASTERPLAN PROJECT

SOUTHERN CALIFORNIA CONSORTIUM CONFERENCE

Agenda

April 16 and April 18, 1975
10:00 A.M. to 3:30 P.M.

10:00 - 10:05	Conference Welcome: Mary DeNure
10:05 - 10:15	Project Summary Conference Overview/Objectives Introduction: Dr. Richard Batdorf -- Griffin McKay
10:15 - 11:00	Discussion of Organizational Characteristics Summary/Report/Break
11:15 - 12:00	Screening Suggested Definitions
12:00 - 1:15	Luncheon
1:00 - 1:30	Individual Consultation
1:30 - ??	Review and Selection of Proposed Definitions
ATP	Evaluation of Possible Organizational Structures
3:30	Adjourn

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 24 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGES